To: General Faculty

Date: October 11, 2023

Regarding: Faculty Senate Agenda for October 13, 2023 in Richards Hall, room 102

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1. Call to Order
2. Roll Call
3. Minutes
   A) The September 15, 2023 Faculty Senate Meeting Minutes were approved electronically on October 9, 2023.
4. Administrator Reports
   A) President
   B) Provost
5. Committee Reports

Executive Committee (Jeff Reber, Chair)

Information Items:

1) General Information Updates
   a) Faculty Workload (**Addendum I**)
2) Committee Chair General Updates

Committee I: Undergraduate Programs Committee (Kim Green, Chair)

Action Items (Addendum II):

A) College of Arts, Culture, and Scientific Inquiry

1) Department of Art, History, and Philosophy

   a) Philosophy, B.A.

   Request: Revise

   The Philosophy B.A. currently requires eight upper-level courses plus three classes chosen from remaining PHIL electives at the 3/4000-level for a total of 11 courses (or 33 hours) beyond Area F. The proposed change reduces the number of

specifically required classes to only PHIL 4300, along with any ten 3/4000-level PHIL electives. Total required hours remain the same (11 courses or 33 hours).

b) Philosophy, Law, Justice, and Society Track, B.A.

Request: Revise

The Philosophy B.A., Law, Justice, and Society (LJS) track currently requires eight upper-level courses plus three classes chosen from electives at the 3/4000-level for a total of 11 courses (or 33 hours) beyond Area F. The proposed change reduces the number of specifically required classes to PHIL 4300, plus three courses from the LJS track options, plus any seven 3/4000-level PHIL electives. Total required hours remain the same (11 courses or 33 hours).

2) Department of Computing and Mathematics

a) Computing, Nexus

Request: Revise

This proposal adds a specialization in User Interface/User Experience Design (UI/UX Design) for the Nexus in Computing. The courses that are required for this specialization exist already and are offered as part of the existing Nexus specializations and/or as part of the B.S. in Computing.

3) Department of English, Film, Languages, and Performing Arts

a) Theatre, B.A.

Request: Revise

The proposal adds the words "within, or" to the description of the 12 credit hours of Free Electives, allowing for the electives to be taken within instead of just outside the program. The revised description will read "12 credit hours must be in courses numbered 3000 or above within and/or outside the major."

4) Department of Natural Sciences

a) Geography, B.S.

Request: Revise

This proposal creates an Accelerated Bachelor's to Master's Degree Pathway in Geography (Environmental Science Education) (BS) to Master of Arts in Teaching (MAT) to allow students majoring in Geography and interested in Secondary Education to count up to three (3) hours of credit toward both degrees

with GEOG 5411 Scientific Communication replacing GEOG 4411. [This is Part 2 of the entry in Curriculog. Part 1 does not require UPC or Senate action.]

B) School of Communications, Film, and Media

1) COMM - 2256 - Film Form and Aesthetics

Request: Add

This course is a new offering to provide film production students with bespoke film analysis skills through the lens of production. The class is foundational to plans for curriculum to be delivered at our Douglasville site at Great Point Studios.

2) Film & Video Production, BS

Request: Revise

This proposal adds the new course COMM 2256 as an option to fulfill a requirement in Core Area F for this program.

3) Mass Communications, BS

Request: Revise

The B.S. Mass Communications has four concentrations. Each one has changes as listed below:

a) Digital Media concentration: (i) COMM 4456 Digital Content Creation will be required. (ii) Adds COMM 3302 (now Writing Across Media) as a third option for the required writing course (iii) COMM 3354 (Digital Social Media & Society) will be required for DME concentration rather than a major selects choice (selects to include COMM 3356).

b) Film & Video Production: COMM 2256 (new course: Film Form and Aesthetics) added as a required course.

c) Journalism: COMM 3302 will be an approved major elective but will no longer be an option for one of the concentration's requirements.

d) Public Relations: (i) COMM 3302 replaces COMM 3301 as a requirement (ii) COMM 4486 Internship is added as an option in addition to bluestone for experiential learning.

Committee II: Graduate Programs Committee (Georgia Evans, Chair)

Action Items (Addendum III):

A) College of Education (COE)

1) Department of Literacy and Special Education

   a) READ - 7201 - Teacher as Language and Literacy Leader

   Request: Modify Credit Hours

   Rationale: READ 7201 was not intended as a variable credit course. The recent offering of variable credit hours led to an oversight where several students only registered for 1 credit hour, causing potential discrepancies in academic records and challenges in meeting degree requirements. Adopting a fixed 3 credit hour designation will simplify administrative processes by preventing potential issues in the future and adequately reflecting the course's workload and academic rigor. This shift to a fixed 3 credit hour structure will uphold the consistency, quality, and integrity of the course and eliminate potential administrative challenges and confusion for students.

1) Department of Leadership, Research, and School Improvement

   a) School Improvement, Ed.D.

   Request: Modify Program

   Rationale: After consultation with the COE Dean's Office, the program, and the Graduate School, we would like to increase the number of credits students can apply to transfer into the program from 12 (currently) to 15 - to be counted towards the area of concentration only (see updated advisement program of study sheet attached). The proposed change aligns with the graduate transfer credit policy in the 2023-2024 Graduate Catalog. That policy allows transfer credit to contribute up to 25% of a graduate program, which would be 15 credit hours for the 60 credit hour School Improvement Ed.D.

B) Richards College of Business

1) Department of Economics

   a) Applied Business Analytics, M.S.

   Request: Modify Track/Concentration

   Rationale: Currently the MS in Applied Business Analytics is set up so that students can specialize in the Data Intelligence track, Healthcare track, or Sports track. All students must take five core courses, four track specific courses and an elective. There is no provision for someone who wants a general Business

Analytics degree using courses from multiple tracks. The General Business Track proposed consists of the five core courses, any two of any tracks "must take" courses and three electives from any of the tracks. This change also provides flexibility for students whose interests change over the course of study as well as those who wish to complete the degree in a short time period.

2) Department of Economics

    a) ECON - 6486 - Graduate Internship in Applied Business Analytics

    Request: Course Addition

    Rationale: This course is designed to reinforce and apply business analytics concepts introduced in the classroom, to provide real-world experiences, on-the-job training and career exploration opportunities in analytics-oriented positions. The aim of this course is to enable students to put into practice material learned in the applied business analytics courses, to enable students to gain career experience in the analytics field, and to provide students with the opportunity to improve their overall professional skills. The MS in Applied Business Analytics degree is aimed at providing students practical knowledge of how data is used in the business world and the techniques used to analyze data for decision-making. This course would place the student in a real-world environment using actual business data to inform actual business decisions.

Information Items:

A) Assistantship requests for next year are beginning October 1. Faculty can access resources and the request form. GPC and The Provost Council will be involved in the approval process beginning in the spring semester. This will allow GPC to understand the scope of the requests. The hope is that this will increase transparency in the process.

B) College of Arts, Culture, and Scientific Inquiry (CACSI)

1) Department of Anthropology, Psychology, and Sociology

    a) Sociology, M.A.

    Request: Modify Program Modality- TABLED

    Rationale: This change will broaden our appeal to students who cannot regularly commute to Carrollton and expands our recruitment pool to many more prospective students. After making this change, we will be the only Sociology

MA in Georgia to offer synchronously online courses. We will be uniquely positioned to offer students both the convenience of online classes along with high-quality teaching and mentoring.

Committee VII: Student Affairs and Intercollegiate Activities (Dylan McLean, Chair)

Action Items:

Request: Faculty Senate Vote to Support Recommendations, below

A) SAIA has three specific recommendations regarding the proposed block schedule. We ask the full senate to support these requests:

1) The student body's preferences about class scheduling should be investigated through quantitative survey research. This survey must measure dissatisfaction with current scheduling practices.

Rationale: It is essential that the administration gathers systematic feedback from our students about what schedules work for them. When do our students want classes? Rigorous survey research into this and related questions must be conducted. The results of this research must then inform any revisions to our current scheduling practices.

2) The faculty's preferences about class scheduling should be investigated through quantitative survey research. This survey must measure dissatisfaction with current scheduling practices.

Rationale: It is essential that the administration gathers systematic feedback from the faculty about scheduling practices. Faculty are close to our students and understand their needs. Faculty also understand the unique needs of their programs. The results of this research must then inform any revisions to our current scheduling practices.

3) Implementation of changes to existing scheduling practices must be delayed as necessary to ensure that any changes to those practices are essential and based on solid evidence that was collected through rigorous research.

Rationale: Revamping our schedule in this way would significantly alter campus life. It is a big change. This plan was only recently presented to the campus community. We need to take time to systematically and comprehensively investigate course scheduling from multiple perspectives. If that research process determines that

scheduling changes are warranted, we then need additional time to draft a revised proposal and evaluate that revised proposal with additional research.

Most importantly, we need to take the time to consider whether, or not, completely overhauling our traditional approach to scheduling is necessary to solve any problems the current system has. Let's take time to apply Occam's razor so that we can ensure we are selecting the simplest solution to our scheduling problems.

6. Old Business

    A) Chair-Elect nomination.

7. New Business

8. Announcements

9. Adjourn

Addendum I

Workload-Related Materials

127 Faculty Workload

127.01 Faculty are expected to teach a minimum of four 3-hour courses or the equivalent per semester unless a portion of that time is reassigned by the dean for administrative, research, or other purposes

127.02 Faculty are expected to assume their fair share of academic advising, and program, departmental, school, college, and university committee work.

127.03 Faculty are expected to accept a reasonable share of institution-wide service activities, including institutional governance when selected. However, faculty are also expected to exercise prudence in accepting such service, so that they are not taking on a disproportionate or unduly burdensome load that interferes with teaching and research.

127.04 Faculty are expected to have an on-going research and professional development agenda, to share the agenda with their department chair or equivalent, and to make progress annually in addressing the agenda.

127.05 Faculty are expected to engage in public and professional service activities as time and opportunity allow.

127.06 Faculty are expected to average no more than one day a week in any approved outside employment.

127.07 Faculty may not be paid for teaching overloads during the regular academic year and will not be assigned overloads unless they are agreeable and compensatory time is provided within the subsequent two-semesters. Please refer to the BOR Faculty Overloads and Instructional Staff Responsibilities (Section 4.10, Academic and Student Affairs Handbook, University System of Georgia).

127.08 Summer teaching is optional, depends on need, and is limited to no more than 9 credit hours for the summer semester.

Faculty Workload Draft Proposal from Spring 2023

Faculty workload includes 80% teaching, 10% service, and 10% research, scholarship, professional development and/or creative activities. Faculty workloads are assigned by the department chair consistent with the University System of Georgia, University of West Georgia, and College/School policies, mission and goals. Variations from the 80-10-10 workload framework, increasing/decreasing percentage effort between the components of faculty workload, must be approved by the respective chair, the college dean and the provost.

127.01 Faculty are expected to teach a minimum of four 3-hour courses or the equivalent per semester, where each course equals 10% of the total faculty load resulting in 8 courses per year (80%). A portion of that time may be reassigned for administrative, research, or other purposes; such reassignment requires the approval of the chair, the dean and the provost.

127.02 Faculty are expected to assume their fair share of academic advising, and program, departmental, school, college, and university committee work.

127.03 Faculty are expected to accept a reasonable share of institution-wide service activities, including institutional governance when selected. However, faculty are also expected to exercise prudence in accepting such service, so that they are not taking on a disproportionate or unduly burdensome load that interferes with teaching and research.

127.04 Faculty are expected to have an on-going research and professional development agenda, to share the agenda with their department chair or equivalent, and to make progress annually in addressing the agenda.

127.05 Faculty are expected to engage in public and professional service activities as time and opportunity allow.

127.06 Faculty are expected to average no more than one day a week in any approved outside employment.

127.07 Faculty may not be paid for teaching overloads during the regular academic year and will not be assigned overloads unless they are agreeable and compensatory time is provided within the subsequent two-semesters. Please refer to the BOR Faculty Overloads and Instructional Staff Responsibilities (Section 4.10, Academic and Student Affairs Handbook, University System of Georgia).

127.08 Summer teaching is optional, depends on need, and is limited to maximum of 33.3% teaching load compensation. Compensation is calculated as 10% per course or prorated per number of students taught, for courses taught in the summer semester.

Faculty Development Committee (FDC) of the UWG Faculty Senate

Proposed Resolution on the New 80-10-10 Workload Policy to be presented to the Faculty Senate

Whereas, The FDC recognizes the pressure of additional budget cuts and the need to creatively balance increased teaching responsibilities with professional development as well as service. However, the new workload policy has been issued without FDC input, a body that has over the last two years collaboratively vetted and implemented all new BOR policies on faculty evaluation and student success, which are both tied directly to faculty workload; and

Whereas, The new workload policy (80% teaching, 10% service, 10% professional development) does not seamlessly follow from the Faculty Handbook's workload of four 3-h courses (FH section 127.01):

> a) no clause stipulates the assignment of 10% workload per course;
>
> b) section 127.01 assesses course load per semester—not on an annual basis;
>
> c) definition of a "course" varies widely across units and disciplines, depending on class size, contact vs. credit hours, and lecture vs. lab/studio instruction; thus, it is unclear how 80-10-10 would be applied equitably across campus; and

Whereas, The new workload policy does not take into account impact on student success, as it curtails faculty time for research/creative endeavors and thus faculty ability to direct *student* research, especially in the growing field of graduate education; and

Whereas, BOR policy requires "noteworthy" faculty achievements in more than the area of teaching (www.usg.edu/policymanual/section8/C245/#p8.3.5_evaluation_of_personnel; Section 8.3.6.1 "Minimum for All Institutions in All Professorial Ranks); thus, limiting service and professional development to 10% each conflicts with BOR policy. Noteworthy achievements in research, for example, cannot feasibly be accomplished in 4 h/week (10% of a 40 h work week); and

Whereas, The differentiation between teaching tracks (4/4 course load) and research tracks (3/3 course load) and their assignment has not been discussed or equitably applied across campus. Moreover, no differentiation regarding rank, tenure status, or clinical vs. tenure track has been discussed; therefore

Resolved, the FDC requests a pause to the implementation of the new workload policy and the creation of a collaborative and campus-wide consultation and vetting process, closely involving faculty governance channels, in order to safeguard equity across campus and to ensure that workload policies do not conflict with UWG's classification and mission as a Comprehensive University with an increased emphasis on student success.

104.0102 Merit Pay Criteria

A. The following shall be used as criteria for distribution of merit pay:

1. Teaching*

2. Service to the Institution*

3. Academic Achievement and Professional Growth*
   *Student Success Activities (as folded into the above areas of evaluation)

B. ==Teaching should be given at least 40 percent weight. The other three criteria should be used with no less weight than 10 percent each.== The department chair shall apply the weightings uniformly across the department. Members of the department and the dean of the college should be aware well in advance of pay time of the weightings which will be applied for purposes of merit.

C. The department chair should make a pay recommendation to the dean, both in the form of percentage and dollar increase proposed. The department chair may refer to promotion and tenure material in this Handbook for guidance or may use whatever other bases they deem appropriate. But these bases should be known to the faculty.

1. After consultation with the dean, the department chair will notify faculty as to the salary increase being recommended from the dean's office to the Provost and Vice President for Academic Affairs. The department chair will justify the recommendation for each faculty member in writing.

113 Faculty Compensation for Summer School Teaching

(Section 8.3.12.3, *Board of Regents Policy Manual, University System of Georgia*)

Payment of compensation to faculty members for teaching during the summer semester shall be at a rate not to exceed 33 1/3 percent of their base faculty salary for the previous academic year. The summer pay to perform administrative duties may not exceed 33 1/3 percent of total salary.

Summer teaching is optional, depends on need, and is limited to no more than 9 credit hours for the summer semester (See also UWG Procedure 2.7.1 on Workload).

Addendum II

Philosophy, B.A.

2024-2025 Undergraduate Revise Program Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit **UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs** for more information.

If you have any questions, please email curriculog@westga.edu.

**CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM*

Modifications (Check all that apply)*
- ☐ Program Name
- ☐ Track/Concentration
- ☐ Catalog Description
- ☐ Degree Name
- ☐ Program Learning Outcomes
- ☑ Program Curriculum
- ☐ Other

Desired Effective Semester * `Fall`

Desired Effective Year * `2024`

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being <u>rejected</u> and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department* `Department of Art, History, and Philosophy`

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ◉ No

Is this a College of Education Program?* ○ Yes ◉ No

Is the addition/change related to core, honors, or XIDS courses* ☐ Yes ☑ No

Is this an Accelerated Bachelors to Masters program related proposal?* ○ Yes ◉ No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below.* ◉ Yes ○ No

List of Faculty Senate Action and Information Items

Program Information

Select *Program* below, unless revising an Acalog *Shared Core*.

Type of Program* ◉ Program

○ Shared Core

If other, please identify.

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name
Program Description

Program Name* Philosophy, B.A.

Program ID - DO NOT EDIT* 4240

Program Code - DO NOT EDIT

Program Type* [Bachelor]

Degree Type* [Bachelor of Art]

Program Description* In addition to Core and elective hours, the B.A. in philosophy requires 33 hours of upper-level (3/4000-level) coursework in philosophy. Our emphasis is on the history of Western philosophy. Students may choose from a wide range of courses in the history of philosophy, as well as courses dealing with a wide range of contemporary philosophical questions and issues.

Status* ⦿ Active-Visible   ○ Inactive-Hidden

Program Location* [Carrollton]

Curriculum Information

○ Shared Core

Prospective Curriculum*

Requirement

Core Areas A, B, C, D, E: 42 Hours

  Core Curriculum

Core Area F: 18 Hours

PHIL 2010 Introduction to Philosophy
PHIL 2020 Critical Thinking
PHIL 2030 Introduction to Ethics
[After] Additional Humanities Course 3

Choose one (1) course from the following: 3 Hours

FREN 2001 Intermediate French I
GRMN 2001 Intermediate German I
SPAN 2001 Intermediate Spanish I
[After] Or equivalent in a language other than English

Choose one (1) course from the following: 3 Hours

FORL 2100 Language and Identity
FORL 2200 Survey of National Literatures
FORL 2300 Topics in National Literatures
FREN 2002 Intermediate French II
GRMN 2002 Intermediate German II
SPAN 2002 Intermediate Spanish II
[After] Or the equivalent in a language other than English; or an approved 2000-level
          FORL course.

Upper-Division Major Courses: 3 Hours

PHIL 4300 Senior Seminar

Upper-Division Major Electives: 30 Hours

  Choose an additional ten (10) 3/4000-level PHIL courses: 30 Hours

Minor (optional) and/or Electives: 27 Hours

Total: 120 Hours

  * No more than two variable-credit or independent-study courses may count toward the major.

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PROGRAM CURRICULUM

**IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, <u>DO NOT</u> PROCEED. Contact curriculog@westga.edu for further instruction.

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. **Please click here for a <u>video</u> demonstration on how to build your program curriculum.**

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

In order to delete courses that you are removing from your program, please follow these steps:

> First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the **X** and proceed.
>
> Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the **X** and proceed.

Step 2 - Adding New Courses to the Program

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

> If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the ⬇ icon to import the "University of West Georgia General Education Requirements."
>
> For courses already in the catalog, click on "Import Course" and find the courses needed.
>
> For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) in the curriculum schema click on ☰ "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Justification and Assessment

Rationale*   The Philosophy B.A. currently requires each student to take eight required upper-level courses; students then choose three classes of remaining PHIL electives at the 3/4000-level for a total of 11 courses (or 33 hours) beyond Area F. (The eight upper-level requirements include: PHIL 3100 and PHIL 4300; plus one course from each of three Categories; plus one course from each of three elective Areas. This is an abnormally high number of requirements by comparison with peer schools' Philosophy BA degrees.)

We are reducing the number of strictly required classes to only PHIL 4300, along with any ten 3/4000-level PHIL electives. The total required hours for the major remains the same, i.e. a total of 11 courses (or 33 hours).

This change results from several factors: First, our course offerings naturally steer our majors to take diverse categories and areas; and each of our majors naturally tends to take most of our total de facto course offerings in the course of their career. Second, we have found that our existing array of requirements risks delaying a few students' graduation as they await the return of a single missed (or failed) requirement. Third, given our recent losses of three (out of our previous six) permanent faculty lines, we cannot guarantee for our majors a reliable rotation of some existing requirements. Lastly, we would note that a highly flexible Philosophy BA like we are proposing has precedents at schools such as UAB, Georgia Southern, ECU, and Southern Miss.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

SACSCOC Substantive Change

Please review **SACSCOC Substantive Change Considerations for Curriculum Changes**
Send questions to **kgwaltney@westga.edu**.

Check all that apply to this program*
- ☐ This change affects 25-49% of the program's curriculum content.
- ☐ This change affects 25-49% of the program's length/credit hours.
- ☐ This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- ☐ This change affects 50% or more of the program's curriculum content.
- ☐ This change affects 50% or more of the program's length/credit hours.
- ☐ This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- ☑ None of these apply

Check all that apply to this program*
- ☐ Significant departure from previously approved programs
- ☐ New instructional site at which more than 50% of program is offered
- ☐ Change in credit hours required to complete the program
- ☑ None of these apply

SACSCOC Comments

REQUIRED ATTACHMENTS

ATTACH the the following required documentsl by navigating to the Proposal Toolbox and clicking ⊕ in the top right corner.

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from _here_, and upload.

Make sure to upload the new program sheet that reflects these changes. If you'd like to update both the old and new program new for reference, please ensure that you distinctly mark them and upload as one document.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the **Academic Assessment Plan/Reporting template** and attach to this proposal.

4.) Curriculum Map Assessment

Please download the **Curriculum and Assessment Map template** and attach to this proposal.

                                       Program Map* ☑ I have attached the Program Map/Sheet.
                                               ☐ N/A - I am not making changes to the program curriculum.

                                     Assessment Plan* ☑ I have attached the Assessment Plan.
                                             ☐ N/A

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✔ icon in the Proposal Toolbox to make your decision.

Program Map
Program Map – BA Philosophy

YEAR 1				

TERM 1			TERM 2	
Course	**Credits**		**Course**	**Credits**
Area A-1 ENGL 1101	3		Area A-1 ENGL 1102	3
Area A-2 MATH 1001 OR MATH 1111 (Recommended)	3		Area D Science + Lab	4
Area B-2: XIDS 2002 (Recommended)	2		Area C-1: Fine Arts	3
Area E-1: HIST 1111/1112	3		Area E-2: HIST 2111/2112	3
Area E-4: PHIL 2130 (Recommended)	3		Area F-1: PHIL 2010	3
SEMESTER TOTAL	14		SEMESTER TOTAL	16

Milestones	Milestones
● Complete ENGL 1101; Required to earn C or higher. ● Earn 15 or more credit hours	● Complete ENGL 1102; Required to earn C or higher. ● Complete PHIL 2020 ● Earn 15 or more credit hours

YEAR 2				

TERM 1			TERM 2	
Course	**Credits**		**Course**	**Credits**
Area B-1: Foreign Language 1001	3		Area C-2: Foreign Language 1002	3
Elective / Minor	3		Elective / Minor	3
Area D-2: Science	3		Area D-2: Science	3
Area E-3: POLS 1101	3		Area F: Humanities Elective	3
AREA F: PHIL 2020	3		Area F: PHIL 2030	3
SEMESTER TOTAL	15		SEMESTER TOTAL	15

Milestones	Milestones
• Complete PHIL 2010 • Complete FL 1001 • Earn 15 or more credit hours	• Complete PHIL 2030 • Earn 15 or more credit hours

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

YEAR 3					
TERM 1			**TERM 2**		
Course	**Credits**		**Course**	**Credits**	
PHIL Major Upper Division	3		PHIL Major Upper Division	3	
PHIL Major Upper Division	3		PHIL Major Upper Division	3	
PHIL Major Upper Division	3		PHIL Major Upper Division	3	
Elective / Minor (at least 6 hours must be 3/4XXX)	3		FL 2002 (SPAN, FREN, or GRMN) (Major F5)	3	
FL 2001 (SPAN, FREN, or GRMN) (Major F5)	3		Elective / Minor (at least 6 hours of elective / minor courses must be 3000 or 4000-level)	3	
SEMESTER TOTAL	15		SEMESTER TOTAL	15	
Milestones			**Milestones**		
• Complete first PHIL Upper Division Class • Earn 15 or more credit hours			• Complete foreign language requirement (FL 2002) • Earn 15 or more credit hours		

YEAR 4					
TERM 1			**TERM 2**		
Course	**Credits**		**Course**	**Credits**	
PHIL 4300 Sen. Seminar	3		PHIL Major Upper Division	3	
PHIL Major Upper Division	3		PHIL Major Upper Division	3	
PHIL Major Upper Division	3		Elective / Minor	3	
Elective / Minor	3		Elective / Minor	3	
Elective / Minor	3		Elective / Minor	3	
SEMESTER TOTAL	15		SEMESTER TOTAL	15	
Milestones			**Milestones**		
• Complete Senior Seminar • Earn 15 or more credit hours			• Earn 15 or more credit hours		

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

Bachelor of Arts (BA)

Philosophy (380101)

Reporting Cycle: June 1, 2024 to May 31, 2025

Student Learning Outcomes	Strategic Plan Connec	Measure/Method	Success Criterion	AY25	Interpretation & Analysis of	Impact of Prior Improvement Plans	Improvement Plan for Next Year (for all LOs)
LO 1: Can discuss the views of at least three major historical figures of philosophy.	2.D.	**Direct Measure** To assess this learning outcome, we use data from PHIL 4300. In this course, students write at least three short papers, in each of which they discuss the views of a different major historical figure of philosophy. The data used is the average of the students' scores on those three papers. Papers are assessed by the faculty member teaching the course. We have a rubric that explains what these scores represent in terms of a student's success in achieving the learning outcome of discussing the views of a major historical figure of philosophy; the two rubric criteria have to do with the accuracy and the clarity of the discussion. See attached rubric. We assess achievement of this learning outcome annually by gathering the relevant scores from faculty for each of the students in the year's PHIL 4300 (Senior Seminar) cohort. We report this data to the assessment office and also use it internally to guide program-level discussions regarding continuous improvement of our program. **Indirect Measure** At the end of the Senior Seminar course, we administer a brief exit survey (see attached) on which students indicate, using a Likert scale, whether they agree that they have achieved this LO.	**Direct** 90% of students will have earned an A or B average (80% or higher) on their three best short papers in PHIL 4300. This criterion has been identified because earning a B or higher demonstrates competency on this LO and because we would like to improve the overall percentage of students attaining this competency. **Indirect** 90% of students will report that they agree or strongly agree that they are able to discuss the views of at least three major historical figures of philosophy. This criterion has been identified because the majority of students graduating from our program should feel they have achieved this LO.				

| LO 2: Can critically analyze and explain a philosophical issue in written communications. | 2.D. | **Direct Measure**
To assess this learning outcome, we use data from PHIL 4300 (Senior Seminar), the required capstone course each Philosophy major takes in the fall of the academic year in which they intend to graduate. The objective of this course is professionalization of the students through research in the field leading to the production and presentation of a very high-quality paper in which students critically analyze and explain a philosophical issue. Papers are assessed by the faculty member teaching the course. We evaluate each paper using a rubric that assesses the student's success in achieving the learning outcome of critically analyzing and explaining a philosophical issue in written communications; the four rubric criteria have to do with the student's independence of thought, strength of critical reasoning, accuracy in explaining a philosophical issue, and clarity of writing as evidenced in the paper. See attached rubric. The data presented here refer to how many students achieved the level of exemplary or proficient in all four criteria. We assess achievement of this learning outcome annually by gathering the relevant scores from faculty for each of the students in the year's Senior Seminar cohort. We report this data to the assessment office and also use it internally to guide program-level discussions regarding continuous improvement of our program.

Indrect Measure
At the end of the Senior Seminar course, we administer a brief exit survey (see attached) on which students indicate, using a Likert scale, whether they agree that they have achieved this LO. | **Direct**
90% of students will have achieved the level of exemplary or proficient on all four criteria related to this LO on their final Senior Seminar paper.

This criterion has been identified because exemplary or proficient achievement on each of the four rubric criteria related to this LO demonstrates competency on this LO and because we would like to improve the overall percentage of students attaining this competency.

Indirect
90% of students will report that they agree or strongly agree that they are able to critically analyze and explain a philosophical issue in written communications.

This criterion has been identified because the majority of students graduating from our program should feel they have achieved this LO. | | | | |

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| LO 3: Can incorporate and defend a philosophical position in oral communications. | | **Direct Measure**
To assess this learning outcome, we use data from PHIL 4300 (Senior Seminar), the required capstone course each Philosophy major takes in the fall of the academic year in which they intend to graduate. The objective of this course is professionalization of the students through research in the field leading to the production and presentation of a very high-quality paper in which students critically analyze and explain a philosophical issue. In these presentations, students present and defend a philosophical position regarding the issue being analyzed in their papers. Presentations are assessed by the faculty member teaching the course. We assess each presentation using a rubric that assesses the student's success in achieving the learning outcome of incorporating and defending a philosophical position in oral communications; the two rubric criteria have to do with the strength of the defense of the position and the clarity of the presentation. See attached rubric. The data presented here refer to how many students achieved the level of exemplary or proficient in both criteria. We assess achievement of this learning outcome annually by gathering the relevant scores from faculty for each of the students in the year's Senior Seminar cohort. We report this data to the assessment office and also use it internally to guide program-level discussions regarding continuous improvement of our program.

Indirect Measure
At the end of the Senior Seminar course, we administer a brief exit survey (see attached) on which students indicate, using a Likert scale, whether they agree that they have achieved this LO. | **Direct**
90% of students will have achieved the level of exemplary or proficient on both criteria related to this LO in their Senior Seminar final oral presentation.

This criterion has been identified because exemplary or proficient achievement on both rubric criteria related to this LO demonstrates competency on this LO and because we would like to improve the overall percentage of students attaining this competency.

Indirect
90% of students will report that they agree or strongly agree that they are able to incorporate and defend a philosophical position in oral communications.

This criterion has been identified because the majority of students graduating from our program should feel they have achieved this LO. | | | | |

Learning Outcome 1: The student can discuss the views of at least three major historical figures of philosophy in written communications.
Assessed using the student's three best short papers from PHIL 4300 (Senior Seminar)

	Exemplary Exceeds Expectations Grade Level A (100-90)	Proficient Meets Expectations Grade Level B/C (89-70)	Developing Does Not Meet Expectations Grade Level D (69-60)	Unsatisfactory Failing Grade Level F (59 or Below)
Accuracy of Discussion	Demonstrates knowledge of the major features and relevant details of the figure's project, as well as of the significance of that project. Explanation of the figure's views includes no major errors. Explanation is supported by direct engagement with or evidence from the figure's writing.	Demonstrates knowledge of the major features of the figure's project, but lacks sufficient detail or fails to describe the significance of that project. Explanation of the figure's views may include a few errors and/or may lack sufficient support from the figure's writing.	Discussion includes significant misstatements of the figure's views and demonstrates little knowledge of the significance of the figure's project. Explanation contains only minimal direct engagement with the figure's writing.	Discussion demonstrates no knowledge of the significance of the figure's project. Explanation contains little to no direct engagement with the figure's writing.
Clarity of Discussion	Discussion makes the figure's views clear to the reader. Included material is relevant and is presented in an orderly fashion.	Discussion makes the figure's views somewhat clear to the reader, but is made less clear by the inclusion of tangential or out-of-order information.	Discussion of the figure's views is somewhat unclear and confusing. Discussion displays only minimal order and focus.	Discussion of the figure's views is very unclear and confusing. Discussion lacks order and focus.

Learning Outcome 2: The student can critically analyze and explain a philosophical issue in written communications.
Assessed using the final paper from PHIL 4300 (Senior Seminar)

	Exemplary Exceeds Expectations Grade Level A (100-90)	Proficient Meets Expectations Grade Level B/C (89-70)	Developing Does Not Meet Expectations Grade Level D (69-60)	Unsatisfactory Failing Grade Level F (59 or Below)
Independence of Thought	Demonstrates independent thought by presenting an analysis or argument that goes beyond those presented in class or in sources consulted for the paper.	Demonstrates somewhat independent thought by skillfully applying or critically restating an analysis or argument gleaned largely from other sources.	Demonstrates little independent thought. Merely applies or restates an analysis or argument gleaned from other sources.	Fails to expand in any way upon the analysis or arguments of others.
Strength of Critical Reasoning	Chosen approach to analyzing the issue contributes to deeper comprehension of the issue. Potential limitations or counterarguments are acknowledged and responded to. The examples, evidence, reflections, citations, etc., presented in the paper support the paper's thesis. The analysis is internally consistent.	Chosen approach to analyzing the issue may be ineffective for achieving deeper comprehension of the issue. Potential limitations or counterarguments are acknowledged, but insufficient response is offered. The examples, evidence, reflections, citations, etc., presented in the paper provide relatively weak support for the paper's thesis.	Chosen approach to analyzing the issue does not achieve deeper comprehension of the issue. If potential limitations or counterarguments are acknowledged, they might be inaccurately explained. The examples, evidence, reflections, citations, etc., presented in the paper are contradictory or otherwise insufficient to fully support the paper's thesis.	Fails to take a clear approach to analyzing the issue; to acknowledge potential limitations or counterarguments; to offer examples, evidence, reflections, citations, etc., in support of the thesis; and/or to espouse a coherent thesis.
Accuracy of Explanation of Philosophical Issue	Accurately identifies and describes the most important questions and concepts relevant to a philosophical issue. Accurately and thoroughly explains the philosophical significance of this issue.	Offers a partial identification and description of questions and concepts relevant to a philosophical issue. Explanation of the issue's philosophical significance lacks depth.	Offers inadequate identification and description of questions and concepts relevant to a philosophical issue. Explanation of the issue's philosophical significance contains inaccuracies.	Fails to demonstrate comprehension of a philosophical issue or its significance.
Clarity of Writing	Explanation makes the central aspects of the issue clear to the reader. Included material is relevant and is presented in an orderly fashion. Explanation is easy to follow and includes very few spelling or grammar errors.	Explanation makes the central aspects of the issue somewhat clear to the reader, but is made less clear by the inclusion of tangential or out-of-order information. A small number of sentences may be difficult to understand.	Explanation leaves some of the central aspects of the issue unclear to the reader due to tangential material or out-of-order information. Several sentences may be difficult to understand.	Explanation of the issue is unclear and confusing. Writing lacks order and focus. A large proportion of the sentences are difficult to understand.

Learning Outcome 3: The student can incorporate and defend a philosophical position in oral communications.
Assessed using the oral presentation (including Q&A session) from final presentation in PHIL 4300 (Senior Seminar)

	Exemplary Exceeds Expectations Grade Level A (100-90)	Proficient Meets Expectations Grade Level B/C (89-70)	Developing Does not meet Expectations Grade Level D (69-60)	Unsatisfactory Failing Grade Level F (59 or Below)
Strength of the Defense	Develops, supports, and defends a position of philosophical relevance. Is able to clearly and confidently respond to questions and critiques of that position.	Develops and supports a position of philosophical relevance, but lacks clarity and/or confidence in responding to questions and critiques of that position.	Develops but does not support a position of philosophical relevance, and lacks clarity and/or confidence in responding to questions and critiques of that position.	Fails to develop and/or support a position of philosophical relevance, and to offer a defense of a position in response to questions and critiques.
Clarity of Presentation	Presentation makes the position clear to the audience. Included material is relevant and is presented in an orderly fashion. Presentation is easy to follow and includes very few grammar or speaking errors.	Due to lack of confidence, errors in speaking, or the inclusion of tangential or out-of-order information, presentation makes the position only somewhat clear to the audience.	Due to lack of confidence, errors in speaking, or the inclusion of tangential or out-of-order information, presentation does not make the position clear to the audience.	Presentation is unclear and confusing. Presentation lacks order, focus, and confidence.

Philosophy Program Exit Survey

The Philosophy Program has identified three learning objectives we hope for all graduating students to achieve. To help us improve, please indicate how strongly you agree with the following statements:

1. I can discuss the views of at least three major historical figures of philosophy.

Strongly disagree   Disagree   Neutral/unsure   Agree   Strongly agree

Comments/Explanation:

2. I can critically analyze and explain a philosophical issue in written communications.

Strongly disagree   Disagree   Neutral/unsure   Agree   Strongly agree

Comments/Explanation:

3. I can incorporate and defend a philosophical position in oral communications.

Strongly disagree   Disagree   Neutral/unsure   Agree   Strongly agree

Comments/Explanation:

Do you have any other comments or feedback you'd like to leave for the Philosophy Program, including reflections on its strengths or weaknesses or changes you'd like to see implemented in the program? Also, is there anything about the Philosophy Program or UWG generally that made it easier or more difficult for you to graduate on your desired timeline? (*Use reverse if necessary*.)

INSTRUCTIONS

1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)

2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)

3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)

4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)

5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.

In the corresponding aligned box, mark the level of instruction for a SLO: Introduced **"I"**, Reinforced **"R"**, or Mastered **"M"** within the course.

6. Go through and mark with an "A", which courses you will be collecting Assessment

DEPARTMENT:	Art, History, & Philosophy			PL-SLO 1	PL-SLO 2	PL-SLO 3
PROGRAM:	Philosophy		COURSES	LO 1: Can discuss the views of at least three major historical figures of philosophy.	LO 2: Can critically analyze and explain a philosophical issue in written communications.	LO 3: Can incorporate and defend a philosophical position in oral communications.
		1	PHIL 2010	I	I	
		2	PHIL 2020		I	I
		3	PHIL 2030	I	I	
INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.		4	PHIL 2130	I	I	
		5	PHIL 3100	R	R	
		6	PHIL 3105	R	R	
		7	PHIL 3110	R	R	
REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.		8	PHIL 3115		R	
		9	PHIL 3120	R	R	
		10	PHIL 3140	R	R	
		11	PHIL 3160		R	
		12	PHIL 3180		R	
MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.		13	PHIL 3205	R	R	
		14	PHIL 3220	R	R	
		15	PHIL 3250	R	R	
		16	PHIL 3300		R	
		17	PHIL 3310		R	
		18	PHIL 4100	R	R	
		19	PHIL 4110		R	
**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other		20	PHIL 4120		R	
		21	PHIL 4130	R	R	

University of West Georgia Office of Institutional Effectiveness and Assessment

Data in.	data may come from other sources such as surveys.					
		22	PHIL 4150	R	R	
		23	PHIL 4160		R	
		24	PHIL 4220	R	R	
		25	PHIL 4230		R	
		26	PHIL 4240		R	
		27	PHIL 4300	M, A	M, A	M, A
		28	PHIL 4385	R	R	

University of West Georgia Office of Institutional Effectiveness and Assessment

Philosophy, Law, Justice, and Society Track, B.A.

2024-2025 Undergraduate Revise Program Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs for more information.

If you have any questions, please email curriculog@westga.edu.

**CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM*

Modifications (Check all that apply)*
- ☐ Program Name
- ☐ Track/Concentration
- ☐ Catalog Description
- ☐ Degree Name
- ☐ Program Learning Outcomes
- ☑ Program Curriculum
- ☐ Other

Desired Effective Semester * `Fall`

Desired Effective Year * `2024`

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being _rejected_ and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department* `Department of Art, History, and Philosophy`

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ● No

Is this a College of Education Program?* ○ Yes ● No

Is the addition/change related to core, honors, or XIDS courses* ☐ Yes ☑ No

Is this an Accelerated Bachelors to Masters program related proposal?* ○ Yes ● No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below.* ● Yes ○ No

List of Faculty Senate Action and Information Items

Program Information

Select _Program_ below, unless revising an Acalog _Shared Core_.

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Type of Program* ● Program

○ Shared Core

If other, please identify.

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name
Program Description

Program Name* Philosophy, Law, Justice, and Society Track, B.A.

Program ID - DO NOT EDIT* 4241

Program Code - DO NOT EDIT

Program Type* [Bachelor]

Degree Type* [Bachelor of Art]

Program Description* In addition to Core and elective hours, the B.A. in philosophy with a concentration in Law, Justice, and Society requires 33 hours of upper-level (3/4000) coursework in philosophy. Students take courses that relate philosophy to the law, politics, and justice. To complete their degree, students may choose from among a variety of other classes covering the history of philosophy and a wide range of philosophical questions and issues.

Status* ● Active-Visible   ○ Inactive-Hidden

Program Location* [Carrollton]

Curriculum Information

Prospective Curriculum*

Requirement

Core Areas A, B, C, D, E: 42 Hours

  Core Curriculum

Core Area F: 18 Hours

PHIL 2010 Introduction to Philosophy
PHIL 2020 Critical Thinking
PHIL 2030 Introduction to Ethics
[After] Additional Humanities Course 3 Credit Hours

Choose one (1) course from the following: 3 Hours

FREN 2001 Intermediate French I
GRMN 2001 Intermediate German I
SPAN 2001 Intermediate Spanish I
[After] Or the equivalent in a language other than English 3 Credit Hours

Choose one (1) course from the following: 3 Hours

FORL 2100 Language and Identity
FORL 2200 Survey of National Literatures
FORL 2300 Topics in National Literatures
FREN 2002 Intermediate French II
GRMN 2002 Intermediate German II
SPAN 2002 Intermediate Spanish II
[After] Or the equivalent in a language other than English 3 Credit Hours

Upper Division Major Required Courses: 3 Hours

PHIL 4300 Senior Seminar

Upper-Division Major LJS Track Courses: 9 Hours

  Choose three (3) of the following courses: 9 Hours

PHIL 3115 Political Philosophy
PHIL 3180 Moral Theories
PHIL 4110 Philosophy of Law
PHIL 4120 Professional Ethics
PHIL 4130 Feminist Philosophy
PHIL 4220 Hermeneutics
PHIL 3300 Biomedical Ethics
PHIL 3310 Philosophy, Ethics, and the Environment

Upper Division Elective Courses: 21 Hours

  Choose an additional seven (7) 3/4000-level PHIL courses: 21 Hours

Note:

*Because Symbolic Logic enhances one's abilities in skills necessary for the LSAT, Law and Justice students are encouraged to take this course

Minor (optional) and/or Electives: 27 Hours

Total: 120 Hours

PROGRAM CURRICULUM

**IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, <u>DO NOT</u> PROCEED. Contact curriculog@westga.edu for further instruction.

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. **Please click here for a <u>video </u>demonstration on how to build your program curriculum.**

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

In order to delete courses that you are removing from your program, please follow these steps:

First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the **X** and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the **X** and proceed.

Step 2 - Adding New Courses to the Program

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the ⬇ icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) in the curriculum schema click on ☰ "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Justification and Assessment

Rationale* The Philosophy B.A., Law, Justice, and Society (LJS) track, currently requires each student to take eight required upper-level courses; students then choose three classes of remaining electives at the 3/4000-level for a total of 11 courses (or 33 hours) beyond Area F. (These eight include: PHIL 3100 and PHIL 4300; plus three courses from the LJS track options; plus one course from each of three elective Areas. This is an abnormally high number of requirements by comparison with peer schools' Philosophy BA degrees.)

We are reducing the number of strictly required classes to PHIL 4300; plus three courses from the LJS track options; plus any seven 3/4000-level PHIL electives. The total required hours for the major remains the same, i.e. a total of 11 courses (or 33 hours).

This change results from several factors: First, our course offerings naturally steer our majors to take diverse categories and areas; and each of our majors naturally tends to take most of our total de facto course offerings in the course of their career. Second, we have found that our existing array of requirements risks delaying a few students' graduation as they await the return of a single missed (or failed) requirement. Third, given our recent losses of three (out of our previous six) permanent faculty lines, we cannot guarantee for our majors a reliable rotation of some existing requirements. (We can continue to guarantee the offerings required for the LJS track.) Lastly, we would note that a more flexible Philosophy BA like we are proposing has precedents at schools such as UAB, Georgia Southern, ECU, and Southern Miss.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

SACSCOC Substantive Change

Please review **SACSCOC Substantive Change Considerations for Curriculum Changes**
Send questions to **kgwaltney@westga.edu.**

Check all that apply to this program*

- ☐ This change affects 25-49% of the program's curriculum content.
- ☐ This change affects 25-49% of the program's length/credit hours.
- ☐ This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- ☐ This change affects 50% or more of the program's curriculum content.
- ☐ This change affects 50% or more of the program's length/credit hours.
- ☐ This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- ☑ None of these apply

Check all that apply to this program*

- ☐ Significant departure from previously approved programs
- ☐ New instructional site at which more than 50% of program is offered
- ☐ Change in credit hours required to complete the program
- ☑ None of these apply

SACSCOC Comments

REQUIRED ATTACHMENTS

ATTACH the the following required documentsl by navigating to the Proposal Toolbox and clicking [icon] in the top right corner.

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from here, and upload.

Make sure to upload the new program sheet that reflects these changes. If you'd like to update both the old and new program new for reference, please ensure that you distinctly mark them and upload as one document.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the **Academic Assessment Plan/Reporting template** and attach to this proposal.

4.) Curriculum Map Assessment

Please download the **Curriculum and Assessment Map template** and attach to this proposal.

Program Map*
- ☑ I have attached the Program Map/Sheet.
- ☐ N/A - I am not making changes to the program curriculum.

Assessment Plan*
- ☑ I have attached the Assessment Plan.
- ☐ N/A

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✓ icon in the Proposal Toolbox to make your decision.

2024-2025	
Program Map	
Program Map – BA Philosophy—Law, Justice, & Society track	

YEAR 1			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
Area A-1 ENGL 1101	3	Area A-1 ENGL 1102	3
Area A-2 MATH 1001 OR MATH 1111 (Recommended)	3	Area D Science + Lab	4
Area B-2: XIDS 2002 (Recommended)	2	Area C-1: Fine Arts	3
Area E-1: HIST 1111/1112	3	Area E-2: HIST 2111/2112	3
Area E-4: PHIL 2130 (Recommended)	3	Area F-1: PHIL 2010	3
SEMESTER TOTAL	14	SEMESTER TOTAL	16

Milestones	**Milestones**
● Complete ENGL 1101; Required to earn C or higher. ● Earn 15 or more credit hours	● Complete ENGL 1102; Required to earn C or higher. ● Complete PHIL 2020 ● Earn 15 or more credit hours

YEAR 2			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
Area B-1: Foreign Language 1001	3	Area C-2: Foreign Language 1002	3
Elective / Minor	3	Elective / Minor	3
Area D-2: Science	3	Area D-2: Science	3
Area E-3: POLS 1101	3	Area F: Humanities Elective	3
AREA F: PHIL 2020	3	Area F: PHIL 2030	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15

Milestones	**Milestones**
• Complete PHIL 2010 • Complete FL 1001 • Earn 15 or more credit hours	• Complete PHIL 2030 • Earn 15 or more credit hours

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

YEAR 3				

TERM 1			TERM 2	
Course	**Credits**		**Course**	**Credits**
PHIL Major Upper Division	3		PHIL 3115, 3180, 3300, 3310, 4110, 4120, 4130, or 4220	3
PHIL Major Upper Division	3		PHIL Major Upper Division	3
PHIL Major Upper Division	3		PHIL Major Upper Division	3
Elective / Minor (at least 6 hours must be 3/4XXX)	3		FL 2002 (SPAN, FREN, or GRMN) (Major F5)	3
FL 2001 (SPAN, FREN, or GRMN) (Major F5)	3		Elective / Minor (at least 6 hours of elective / minor courses must be 3000 or 4000-level)	3
SEMESTER TOTAL	15		SEMESTER TOTAL	15
Milestones			**Milestones**	
• Complete first PHIL Upper Division Class • Earn 15 or more credit hours			• Complete foreign language requirement (FL 2002) • Earn 15 or more credit hours	

YEAR 4				

TERM 1			TERM 2	
Course	**Credits**		**Course**	**Credits**
PHIL 4300 Sen. Seminar	3		PHIL 3115, 3180, 3300, 3310, 4110, 4120, 4130, or 4220	3
PHIL 3115, 3180, 3300, 3310, 4110, 4120, 4130, or 4220	3		PHIL Major Upper Division	3
PHIL Major Upper Division	3		Elective / Minor	3
Elective / Minor	3		Elective / Minor	3
Elective / Minor	3		Elective / Minor	3
SEMESTER TOTAL	15		SEMESTER TOTAL	15
Milestones			**Milestones**	
• Complete Senior Seminar • Earn 15 or more credit hours			• Earn 15 or more credit hours	

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

Bachelor of Arts (BA)

Philosophy (380101)
Reporting Cycle: June 1, 2024 to May 31, 2025

Student Learning Outcomes	Strategic Plan Connec	Measure/Method	Success Criterion	AY25	Interpretation & Analysis of	Impact of Prior Improvement Plans	Improvement Plan for Next Year (for all LOs)
LO 1: Can discuss the views of at least three major historical figures of philosophy.	2.D.	**Direct Measure** To assess this learning outcome, we use data from PHIL 4300. In this course, students write at least three short papers, in each of which they discuss the views of a different major historical figure of philosophy. The data used is the average of the students' scores on those three papers. Papers are assessed by the faculty member teaching the course. We have a rubric that explains what these scores represent in terms of a student's success in achieving the learning outcome of discussing the views of a major historical figure of philosophy; the two rubric criteria have to do with the accuracy and the clarity of the discussion. See attached rubric. We assess achievement of this learning outcome annually by gathering the relevant scores from faculty for each of the students in the year's PHIL 4300 (Senior Seminar) cohort. We report this data to the assessment office and also use it internally to guide program-level discussions regarding continuous improvement of our program. **Indirect Measure** At the end of the Senior Seminar course, we administer a brief exit survey (see attached) on which students indicate, using a Likert scale, whether they agree that they have achieved this LO.	**Direct** 90% of students will have earned an A or B average (80% or higher) on their three best short papers in PHIL 4300. This criterion has been identified because earning a B or higher demonstrates competency on this LO and because we would like to improve the overall percentage of students attaining this competency. **Indirect** 90% of students will report that they agree or strongly agree that they are able to discuss the views of at least three major historical figures of philosophy. This criterion has been identified because the majority of students graduating from our program should feel they have achieved this LO.				

| LO 2: Can critically analyze and explain a philosophical issue in written communications. | 2.D. | **Direct Measure**
To assess this learning outcome, we use data from PHIL 4300 (Senior Seminar), the required capstone course each Philosophy major takes in the fall of the academic year in which they intend to graduate. The objective of this course is professionalization of the students through research in the field leading to the production and presentation of a very high-quality paper in which students critically analyze and explain a philosophical issue. Papers are assessed by the faculty member teaching the course. We evaluate each paper using a rubric that assesses the student's success in achieving the learning outcome of critically analyzing and explaining a philosophical issue in written communications; the four rubric criteria have to do with the student's independence of thought, strength of critical reasoning, accuracy in explaining a philosophical issue, and clarity of writing as evidenced in the paper. See attached rubric. The data presented here refer to how many students achieved the level of exemplary or proficient in all four criteria. We assess achievement of this learning outcome annually by gathering the relevant scores from faculty for each of the students in the year's Senior Seminar cohort. We report this data to the assessment office and also use it internally to guide program-level discussions regarding continuous improvement of our program.

Indrect Measure
At the end of the Senior Seminar course, we administer a brief exit survey (see attached) on which students indicate, using a Likert scale, whether they agree that they have achieved this LO. | **Direct**
90% of students will have achieved the level of exemplary or proficient on all four criteria related to this LO on their final Senior Seminar paper.

This criterion has been identified because exemplary or proficient achievement on each of the four rubric criteria related to this LO demonstrates competency on this LO and because we would like to improve the overall percentage of students attaining this competency.

Indirect
90% of students will report that they agree or strongly agree that they are able to critically analyze and explain a philosophical issue in written communications.

This criterion has been identified because the majority of students graduating from our program should feel they have achieved this LO. | | | | |

| LO 3: Can incorporate and defend a philosophical position in oral communications. | | **Direct Measure**
To assess this learning outcome, we use data from PHIL 4300 (Senior Seminar), the required capstone course each Philosophy major takes in the fall of the academic year in which they intend to graduate. The objective of this course is professionalization of the students through research in the field leading to the production and presentation of a very high-quality paper in which students critically analyze and explain a philosophical issue. In these presentations, students present and defend a philosophical position regarding the issue being analyzed in their papers. Presentations are assessed by the faculty member teaching the course. We assess each presentation using a rubric that assesses the student's success in achieving the learning outcome of incorporating and defending a philosophical position in oral communications; the two rubric criteria have to do with the strength of the defense of the position and the clarity of the presentation. See attached rubric. The data presented here refer to how many students achieved the level of exemplary or proficient in both criteria. We assess achievement of this learning outcome annually by gathering the relevant scores from faculty for each of the students in the year's Senior Seminar cohort. We report this data to the assessment office and also use it internally to guide program-level discussions regarding continuous improvement of our program.

Indirect Measure
At the end of the Senior Seminar course, we administer a brief exit survey (see attached) on which students indicate, using a Likert scale, whether they agree that they have achieved this LO. | **Direct**
90% of students will have achieved the level of exemplary or proficient on both criteria related to this LO in their Senior Seminar final oral presentation.

This criterion has been identified because exemplary or proficient achievement on both rubric criteria related to this LO demonstrates competency on this LO and because we would like to improve the overall percentage of students attaining this competency.

Indirect
90% of students will report that they agree or strongly agree that they are able to incorporate and defend a philosophical position in oral communications.

This criterion has been identified because the majority of students graduating from our program should feel they have achieved this LO. | | | | |

Learning Outcome 1: The student can discuss the views of at least three major historical figures of philosophy in written communications.
Assessed using the student's three best short papers from PHIL 4300 (Senior Seminar)

	Exemplary Exceeds Expectations Grade Level A (100-90)	Proficient Meets Expectations Grade Level B/C (89-70)	Developing Does Not Meet Expectations Grade Level D (69-60)	Unsatisfactory Failing Grade Level F (59 or Below)
Accuracy of Discussion	Demonstrates knowledge of the major features and relevant details of the figure's project, as well as of the significance of that project. Explanation of the figure's views includes no major errors. Explanation is supported by direct engagement with or evidence from the figure's writing.	Demonstrates knowledge of the major features of the figure's project, but lacks sufficient detail or fails to describe the significance of that project. Explanation of the figure's views may include a few errors and/or may lack sufficient support from the figure's writing.	Discussion includes significant misstatements of the figure's views and demonstrates little knowledge of the significance of the figure's project. Explanation contains only minimal direct engagement with the figure's writing.	Discussion demonstrates no knowledge of the significance of the figure's project. Explanation contains little to no direct engagement with the figure's writing.
Clarity of Discussion	Discussion makes the figure's views clear to the reader. Included material is relevant and is presented in an orderly fashion.	Discussion makes the figure's views somewhat clear to the reader, but is made less clear by the inclusion of tangential or out-of-order information.	Discussion of the figure's views is somewhat unclear and confusing. Discussion displays only minimal order and focus.	Discussion of the figure's views is very unclear and confusing. Discussion lacks order and focus.

Learning Outcome 2: The student can critically analyze and explain a philosophical issue in written communications.
Assessed using the final paper from PHIL 4300 (Senior Seminar)

	Exemplary Exceeds Expectations Grade Level A (100-90)	Proficient Meets Expectations Grade Level B/C (89-70)	Developing Does Not Meet Expectations Grade Level D (69-60)	Unsatisfactory Failing Grade Level F (59 or Below)
Independence of Thought	Demonstrates independent thought by presenting an analysis or argument that goes beyond those presented in class or in sources consulted for the paper.	Demonstrates somewhat independent thought by skillfully applying or critically restating an analysis or argument gleaned largely from other sources.	Demonstrates little independent thought. Merely applies or restates an analysis or argument gleaned from other sources.	Fails to expand in any way upon the analysis or arguments of others.
Strength of Critical Reasoning	Chosen approach to analyzing the issue contributes to deeper comprehension of the issue. Potential limitations or counterarguments are acknowledged and responded to. The examples, evidence, reflections, citations, etc., presented in the paper support the paper's thesis. The analysis is internally consistent.	Chosen approach to analyzing the issue may be ineffective for achieving deeper comprehension of the issue. Potential limitations or counterarguments are acknowledged, but insufficient response is offered. The examples, evidence, reflections, citations, etc., presented in the paper provide relatively weak support for the paper's thesis.	Chosen approach to analyzing the issue does not achieve deeper comprehension of the issue. If potential limitations or counterarguments are acknowledged, they might be inaccurately explained. The examples, evidence, reflections, citations, etc., presented in the paper are contradictory or otherwise insufficient to fully support the paper's thesis.	Fails to take a clear approach to analyzing the issue; to acknowledge potential limitations or counterarguments; to offer examples, evidence, reflections, citations, etc., in support of the thesis; and/or to espouse a coherent thesis.
Accuracy of Explanation of Philosophical Issue	Accurately identifies and describes the most important questions and concepts relevant to a philosophical issue. Accurately and thoroughly explains the philosophical significance of this issue.	Offers a partial identification and description of questions and concepts relevant to a philosophical issue. Explanation of the issue's philosophical significance lacks depth.	Offers inadequate identification and description of questions and concepts relevant to a philosophical issue. Explanation of the issue's philosophical significance contains inaccuracies.	Fails to demonstrate comprehension of a philosophical issue or its significance.
Clarity of Writing	Explanation makes the central aspects of the issue clear to the reader. Included material is relevant and is presented in an orderly fashion. Explanation is easy to follow and includes very few spelling or grammar errors.	Explanation makes the central aspects of the issue somewhat clear to the reader, but is made less clear by the inclusion of tangential or out-of-order information. A small number of sentences may be difficult to understand.	Explanation leaves some of the central aspects of the issue unclear to the reader due to tangential material or out-of-order information. Several sentences may be difficult to understand.	Explanation of the issue is unclear and confusing. Writing lacks order and focus. A large proportion of the sentences are difficult to understand.

Learning Outcome 3: The student can incorporate and defend a philosophical position in oral communications.
Assessed using the oral presentation (including Q&A session) from final presentation in PHIL 4300 (Senior Seminar)

	Exemplary Exceeds Expectations Grade Level A (100-90)	Proficient Meets Expectations Grade Level B/C (89-70)	Developing Does not meet Expectations Grade Level D (69-60)	Unsatisfactory Failing Grade Level F (59 or Below)
Strength of the Defense	Develops, supports, and defends a position of philosophical relevance. Is able to clearly and confidently respond to questions and critiques of that position.	Develops and supports a position of philosophical relevance, but lacks clarity and/or confidence in responding to questions and critiques of that position.	Develops but does not support a position of philosophical relevance, and lacks clarity and/or confidence in responding to questions and critiques of that position.	Fails to develop and/or support a position of philosophical relevance, and to offer a defense of a position in response to questions and critiques.
Clarity of Presentation	Presentation makes the position clear to the audience. Included material is relevant and is presented in an orderly fashion. Presentation is easy to follow and includes very few grammar or speaking errors.	Due to lack of confidence, errors in speaking, or the inclusion of tangential or out-of-order information, presentation makes the position only somewhat clear to the audience.	Due to lack of confidence, errors in speaking, or the inclusion of tangential or out-of-order information, presentation does not make the position clear to the audience.	Presentation is unclear and confusing. Presentation lacks order, focus, and confidence.

Philosophy Program Exit Survey

The Philosophy Program has identified three learning objectives we hope for all graduating students to achieve. To help us improve, please indicate how strongly you agree with the following statements:

1. I can discuss the views of at least three major historical figures of philosophy.

    Strongly   Disagree   Neutral/unsure   Agree   Strongly agree
    disagree

Comments/Explanation:

2. I can critically analyze and explain a philosophical issue in written communications.

    Strongly   Disagree   Neutral/unsure   Agree   Strongly agree
    disagree

Comments/Explanation:

3. I can incorporate and defend a philosophical position in oral communications.

    Strongly   Disagree   Neutral/unsure   Agree   Strongly agree
    disagree

Comments/Explanation:

Do you have any other comments or feedback you'd like to leave for the Philosophy Program, including reflections on its strengths or weaknesses or changes you'd like to see implemented in the program? Also, is there anything about the Philosophy Program or UWG generally that made it easier or more difficult for you to graduate on your desired timeline? (*Use reverse if necessary.*)

CURRICULUM MAPPING TEMPLATE

DEPARTMENT:	Art, History, & Philosophy			PL-SLO 1	PL-SLO 2	PL-SLO 3
PROGRAM:	Philosophy		COURSES	LO 1: Can discuss the views of at least three major historical figures of philosophy.	LO 2: Can critically analyze and explain a philosophical issue in written communications.	LO 3: Can incorporate and defend a philosophical position in oral communications.
		1	PHIL 2010	I	I	
		2	PHIL 2020		I	I
		3	PHIL 2030	I	I	
INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.		4	PHIL 2130	I	I	
		5	PHIL 3100	R	R	
		6	PHIL 3105	R	R	
		7	PHIL 3110	R	R	
REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.		8	PHIL 3115		R	
		9	PHIL 3120	R	R	
		10	PHIL 3140	R	R	
		11	PHIL 3160		R	
		12	PHIL 3180		R	
MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.		13	PHIL 3205	R	R	
		14	PHIL 3220	R	R	
		15	PHIL 3250	R	R	
		16	PHIL 3300		R	
		17	PHIL 3310		R	
		18	PHIL 4100	R	R	
		19	PHIL 4110		R	
**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other		20	PHIL 4120		R	
		21	PHIL 4130	R	R	

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Data in.	data may come from other sources such as surveys.	22	PHIL 4150	R	R	
		23	PHIL 4160		R	
		24	PHIL 4220	R	R	
		25	PHIL 4230		R	
		26	PHIL 4240		R	
		27	PHIL 4300	M, A	M, A	M, A
		28	PHIL 4385	R	R	

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2024-2025 Undergraduate Revise Program Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs for more information.

If you have any questions, please email curriculog@westga.edu.

**CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM*

Modifications (Check all that apply)*
- ☐ Program Name
- ☑ Track/Concentration
- ☑ Catalog Description
- ☐ Degree Name
- ☐ Program Learning Outcomes
- ☐ Program Curriculum
- ☐ Other

Desired Effective Semester * `Spring`

Desired Effective Year * `2024`

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department* `Department of Computing and Mathematics`

Is this a School of Nursing or School of Communication, Film and Media course?* ◯ Yes   ◉ No

Is this a College of Education Program?* ◯ Yes   ◉ No

Is the addition/change related to core, honors, or XIDS courses* ☐ Yes   ☑ No

Is this an Accelerated Bachelors to Masters program related proposal?* ◯ Yes   ◉ No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below.* ◉ Yes   ◯ No

List of Faculty Senate Action and Information Items

Program Information

Select *Program* below, unless revising an Acalog *Shared Core*.

Type of Program* ◉ Program

○ Shared Core

If other, please identify.

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name
Program Description

Program Name* Computing, Nexus

Program ID - DO NOT EDIT* 4391

Program Code - DO NOT EDIT

Program Type* [Nexus Degree]

Degree Type* [Nexus]

Program Description* The Nexus in Computing will serve students, including adult-learners, who wish to re-tool their career by gaining applied knowledge and skills in one of four areas of Computing: Data Analytics, Cybersecurity, System and Network Administration, Application Development, or UI/UX Design.

Learning Outcomes
Demonstrate knowledge of the selected computing concentration to identify solutions to a computing problem under guidance.
Demonstrate professional skills in implementing solutions to a computing problem in the selected computing concentration under guidance.
Demonstrate the ability to function effectively as a member of a team engaged in activities appropriate to the selected computing concentration.

Status* ● Active-Visible   ○ Inactive-Hidden

Program Location* [Carrollton] [Online]

Curriculum Information

Prospective Curriculum*

General Education: 42 hours

Core Area A.2

MATH 1111 College Algebra
[Before]OR

MATH 1401 Elementary Statistics

Core Area C.2

PHIL 2030 Introduction to Ethics

Core Area D.2

CS 1030 Introduction to Computer Concepts

Skills and Knowledge: 12 hours

Choose one area of specialization

Data Analytics

CS 1300 Introduction to Computing
COMP 2200 Introduction to Databases
COMP 3800 Data Analytics
COMP 4200 Advanced Database Systems

Data Analytics Area A.2 requirement

MATH 1401 Elementary Statistics

Cybersecurity

COMP 2300 Fundamentals of Computing
COMP 2500 Intro to Computer Security
COMP 3400 System and Network Admin I
COMP 3500 Cybersecurity

System and Network Administration

COMP 2300 Fundamentals of Computing
COMP 2500 Intro to Computer Security
COMP 3400 System and Network Admin I
COMP 4400 System and Network Admin II

Application Development

CS 1301 Computer Science I
COMP 2320 Principles of Programming
COMP 3300 Application Development I
COMP 4300 Application Development II

UI/UX Design

CS 1301 Computer Science I
COMP 2320 Principles of Programming
COMP 3600 User-Centric Computing I
COMP 4600 User-Centric Computing II

Experiential Learning: 6 hours

COMP 4986 Internship
[Right] (6 hours)

PROGRAM CURRICULUM

**IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, <u>DO NOT</u> PROCEED. Contact curriculog@westga.edu for further instruction.

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. **Please click here for a <u>video </u>demonstration on how to build your program curriculum.**

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

In order to delete courses that you are removing from your program, please follow these steps:

First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the **X** and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the **X** and proceed.

Step 2 - Adding New Courses to the Program

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the ⬇ icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) in the curriculum schema click on ☰ "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Justification and Assessment

Rationale* This proposal is to introduce the new specialization in User Interface/User Experience Design (UI/UX Design) for the Nexus in Computing. The courses that are required for the new specialization exist already and are offered as part of the existing Nexus specializations and/or as part of the B.S. in Computing.
We anticipate that students will be able to find an internship, which is required for the Nexus, and subsequent employment since there are many job openings for UI and UX designers in the Atlanta area and since the U.S. Bureau of Labor Statistics predicts a much faster than average job growth for Web Developers and Digital Designers, which include UI/UX Designers.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format. N/A

SACSCOC Substantive Change

Please review **SACSCOC Substantive Change Considerations for Curriculum Changes**
Send questions to **kgwaltney@westga.edu**.

Check all that apply to this program*	☐ This change affects 25-49% of the program's curriculum content.
	☐ This change affects 25-49% of the program's length/credit hours.
	☐ This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
	☐ This change affects 50% or more of the program's curriculum content.
	☐ This change affects 50% or more of the program's length/credit hours.
	☐ This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
	☑ None of these apply

Check all that apply to this program*	☐ Significant departure from previously approved programs
	☐ New instructional site at which more than 50% of program is offered
	☐ Change in credit hours required to complete the program
	☑ None of these apply

SACSCOC Comments

REQUIRED ATTACHMENTS

ATTACH the the following required documentsl by navigating to the Proposal Toolbox and clicking 🔲 in the top right corner.

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from [here](#), and upload.

Make sure to upload the new program sheet that reflects these changes. If you'd like to update both the old and new program new for reference, please ensure that you distinctly mark them and upload as one document.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the **Academic Assessment Plan/Reporting template** and attach to this proposal.

4.) Curriculum Map Assessment

Please download the **Curriculum and Assessment Map template** and attach to this proposal.

Program Map*	☑ I have attached the Program Map/Sheet.
	☐ N/A - I am not making changes to the program curriculum.
Assessment Plan*	☐ I have attached the Assessment Plan.
	☑ N/A

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✓ icon in the Proposal Toolbox to make your decision.

2022-2023 Program Map – Nexus in Computing - Application Development

YEAR 1

TERM 1

Course	Credits
ENGL 1101: English Composition I	3
MATH 1111 or MATH 1401	3
Area D.2: CS 1030	3
CS 1301: Computer Science I	4
POLS 1101: American Government	3
SEMESTER TOTAL	16

Milestones

- Complete ENGL 1101 C or better
- Complete Math 1111 or 1401 C or better

TERM 2

Course	Credits
ENGL 1102: English Composition II	3
COMP 2320 Principles of Programming	3
Core Area E.4: Social Science	3
*Area B.1: Written and Oral Communication	3
HIST 2111 or 2112: U.S. History I or U.S. History II	3
SEMESTER TOTAL	15

Milestones

- Complete ENGL 1102 C or better

YEAR 2

TERM 1

Course	Credits
COMP 3600: User-Centric Computing I	3
Area C.1: Fine Arts	3
Area C.2: PHIL 2030 (Intro to Ethics)	3
Area D.1: Lab Science with Lab	4
HIST 1111 or 1112: World History 1 or World History II	3
SEMESTER TOTAL	16

Milestones

TERM 2

Course	Credits
Area D.1: Lab Science	3
Area B.2: Institutional Options	1
COMP 4600: User-Centric Computing II	3
COMP 4986: Internship	6
SEMESTER TOTAL	13

Milestones

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements

Note Computing Nexus majors are only allowed one D in their major courses (i.e., with prefix COMP or CS).

Core Curriculum (A-E) can be viewed here: https://www.westga.edu/student-services/registrar/core-curriculum.php

Student Online Resources:

- www.westga.edu/advising (Learn about: The name of your assigned advisor, program maps for all programs at UWG, tutorials on how to register and your wolf watch evaluation).
- www.westga.edu/scoop (Learn about: Fee payment deadlines, withdrawal deadlines, final exam schedules).
- www.westga.edu/esc (Learn about: Requesting a transcript, financial aid information, requesting an enrollment verification, completing a FERPA form).
- www.westga.edu/careerservices (Learn about: On/Off campus job opportunities, major and career exploration, resumes & cover letters, interviewing tips).
- www.westga.edu/cas (Learn about: tutoring, academic coaching, supplemental instruction, success workshops).

CURRICULUM MAPPING TEMPLATE

DEPARTMENT:	Computing and Mathematics			PL-SLO 1	PL-SLO 2	PL-SLO 3
PROGRAM:	Nexus in Computing		COURSES	Demonstrate knowledge of the selected computing concentration to identify solutions to a computing problem under guidance.	Demonstrate professional skills in implementing solutions to a computing problem in the selected computing concentration under guidance.	Demonstrate the ability to function effectively as a member of a team engaged in activities appropriate to the selected computing concentration.
INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.		1	**General Education (42 hours)**			
			Area A.2			
			MATH 1111 College Algebra or MATH 1401 Elementary Statistics			
			Area C.2			
			PHIL 2030 Introduction to Ethics			
			Area D.2			
			CS 1030 Introduction to Computer Concepts			
			Skills and Knowledge (12 hours)			
		2	**Area of Specialization 1 - Data Analytics**			
			CS 1300 - Intro to CS	I	I	

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	COMP 2200 - Intro to DB	I	I	I
	COMP 3800 - Data Analytics	R	R	
	COMP 4200 - Adv DB Systems	R	R	
3	**Area of Specialization 2 - Cybersecurity**			
	COMP 2300 - Fund of Comp	I	I	
	COMP 2500 - Intro to Comp Sec	I	I	I
	COMP 3400 - SNA I	R	R	
	COMP 3500 Cybersecurity	R	R	
4	**Area of Specialization 3 - System and Network Administration**			
	COMP 2300 - Fund of Comp	I	R	
	COMP 2500 - Intro to Comp Sec	I	I	I
	COMP 3400 - SNA I	R	R	
	COMP 4400 - SNA II	R	R	
5	**Area of Specialization 4 - Application Development**			
	CS 1301 - CS I	I	I	
	COMP 2320 - Prin of Prog	I	I	
	COMP 3300 - App Dev I	R	R	I
	COMP 4300 - App Dev II	R	R	R
6	**Area of Specialization 5 - UI/UX Design**			
	CS 1301 - CS I	I	I	

REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.

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				COMP 2320 - Prin of Prog	I	I	
4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)				COMP 3600 - User-Centric Computing I	R	R	
				COMP 4600 - UserCentric Computing II	R	R	I
		7	**Experiential Learning (6 hours)**			
	REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.			COMP 4986 - Internship	M, A	M, A	M, A
5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.							
	MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.						
In the corresponding aligned box, mark the level of instruction for a SLO: Introduced **"I"**, Reinforced **"R"**, or Mastered **"M"** within the course.							
6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.	****Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.**						

University of West Georgia Office of Institutional Effectiveness and Assessment

<div align="center">

Theatre, B.A.

2024-2025 Undergraduate Revise Program Request

</div>

Introduction

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**CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM*

Modifications (Check all that apply)*
- ☐ Program Name
- ☐ Track/Concentration
- ☐ Catalog Description
- ☐ Degree Name
- ☐ Program Learning Outcomes
- ☑ Program Curriculum
- ☐ Other

Desired Effective Semester * `Fall`

Desired Effective Year * `2024`

Routing Information

Routes cannot be changed after a proposal is launched.

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School/ Department* `Department of English, Film, Languages, and Performing Arts`

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ⦿ No

Is this a College of Education Program?* ○ Yes ⦿ No

Is the addition/change related to core, honors, or XIDS courses* ☐ Yes ☑ No

Is this an Accelerated Bachelors to Masters program related proposal?* ○ Yes ⦿ No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below.* ⦿ Yes ○ No

List of Faculty Senate Action and Information Items

Program Information

Select *Program* below, unless revising an Acalog *Shared Core*.

Type of Program* ⦿ Program

○ Shared Core

If other, please identify.

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name
Program Description

Program Name* Theatre, B.A.

Program ID - DO NOT EDIT* 4188

Program Code - DO NOT EDIT

Program Type* [Bachelor]

Degree Type* [Bachelor of Art]

Program Description* The Bachelor of Arts in Theatre is designed to illuminate the complexity of humanity through coursework and productions that mesh theatrical history, theory, and aesthetic concepts. Emphasis is on acting, directing, designing, constructing, and playwriting. Production work with the West Georgia Theatre Company provides a co-curricular component to the B.A. degree. This program is nationally accredited through the National Association of Schools of Theatre (NAST). Degree Learning Outcomes Students will demonstrate knowledge of selected plays, theatrical conventions, and theatrical movements important in the formation of the modern theatre. Students will describe basic knowledge of theatre history, theory, and criticism, including research sources and methodology. Students will demonstrate skills in analyzing plays, using theatre technology, and conducting research. Students will express through performance, writing, speaking and other modes of communication the results of research and critical judgment, indicated by a demonstrable ability to reach an audience effectively through at least one of the components of theatrical art. Students will apply skills learned in courses to a variety of work and social environments. Students will illustrate awareness of the complex human condition acquired through aesthetic and intellectual perceptions as evidenced in various modes of theatrical production. Students will function safely and effectively while using theatre technology. Students will demonstrate knowledge of the various means (acting, directing, designing, constructing, playwriting, etc.) through which a theatrical concept is realized.

Status* ⦿ Active-Visible   ○ Inactive-Hidden

Program Location* [Carrollton]

Curriculum Information

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Prospective Curriculum*

Requirements

Core Areas A, B, C D, & E: 42 Hours

General Education Requirements (Core Curriculum)

Core Area F: 18 Hours

Complete 2001 in a language other than English (FREN/GRMN/SPAN or the equivalent in another language); AND complete FREN/GRMN/SPAN 2002 (or the equivalent in another language) OR FORL 2100, 2200, 2300, or an approved 2000-level FORL course.

THEA 1100 Theatre Appreciation
THEA 2100 Play Analysis
THEA 2291 Developing A Character
[After] Complete 2001 in a language other than English (FREN/GRMN/SPAN or the equivalent in another language); AND complete FREN/GRMN/SPAN 2002 (or the equivalent in another language) OR FORL 2100, 2200, 2300, or an approved 2000-level FORL course.

[After] Any one 1000 or 2000 level three-credit course in Art, Music, or Film (may include studio courses and/or GFA 1000) 3 Credit Hours

Courses Specific for the Major: 48 Hours

[Before] Required (36 Hours):

THEA 1000 Theatre Laboratory
THEA 1111 Performance and Production
THEA 1112 Performance and Production
THEA 1291 Voice and Movement I
THEA 2111 Performance and Production
THEA 2112 Performance and Production
THEA 2214 Concepts in Theatre and Film Design
THEA 2290 Stage and Film Craft I
THEA 2310 Stage Makeup
THEA 3111 Performance and Production
THEA 3112 Performance and Production
THEA 3357 Theatre History I
THEA 3394 Directing
THEA 4111 Production and Performance Capstone
THEA 4415 Playwriting II
THEA 4457 Theatre History II
THEA 4485 Special Topics in Theatre
[Right] (or)

THEA 4486 Internship
[After] Select One

THEA 1292 Voice and Movement II
THEA 2215 Introduction to Lighting, Sound and Media Technology
THEA 2224 Drafting and Computer Aided Design
THEA 2292 Contemporary Scene Study
THEA 2315 Rendering Styles
THEA 2325 Costume Technology
THEA 2491 Acting for the Camera
THEA 2550 Stage Management
GFA 1000 Introduction to Film & Television Production
[After] Select 3

THEA 3201 Stage & Film Craft II
THEA 3212 Period Styles in Design
THEA 3214 Scenic Design
THEA 3215 Lighting Design
THEA 3290 Costume Design

THEA 3290 Costume Design
THEA 3391 Acting Shakespeare
THEA 3392 Period Scene Study
THEA 3415 Playwriting I: Devised Theatre
THEA 3491 Advanced Acting for the Camera
THEA 4412 The Business of Acting
FILM 3200 Screenwriting

Free electives: 12 Credit Hours

12 credit hours must be in courses numbered 3000 or above within and/or outside the major.

Total: 120 Hours

Requirements/Restrictions Specific to this Major and Assessment:

In addition to the required course work and expectations, all theatre majors will be required to participate in an exit interview presenting a performance audition and/or portfolio presentation.

All theatre majors are required to follow the guidelines in the Theatre Program Policy Handbook as published annually by the Theatre Program.

PROGRAM CURRICULUM

**IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, <u>DO NOT</u> PROCEED. Contact curriculog@westga.edu for further instruction.

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. **Please click here for a <u>video</u> demonstration on how to build your program curriculum.**

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

In order to delete courses that you are removing from your program, please follow these steps:

First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the ✘ and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the ✘ and proceed.

Step 2 - Adding New Courses to the Program

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the ↓ icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) in the curriculum schema click on ☰ "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Justification and Assessment

Rationale* In the description of the 12 credit hours of Free Electives in the curriculum, we are requesting to add the words "within or" to the description: 12 credit hours must be in courses numbered 3000 or above outside the major. So it will read, "12 credit hours must be in courses numbered 3000 or above within and/or outside the major."

Students in the BA in Theatre often become frustrated when they cannot take more upper level courses in the areas of Theatre they are interested in. In order to better prepare them for teaching Theatre in middle or high schools, the faculty have determined that allowing them to take additional 3000 or 4000 level courses to count within their free electives gives them more opportunities and options, and better prepares them for their careers once they graduate.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format. No changes to SLOs are being made.

SACSCOC Substantive Change

Please review **SACSCOC Substantive Change Considerations for Curriculum Changes**
Send questions to **kgwaltney@westga.edu**.

Check all that apply to this program*
☐ This change affects 25-49% of the program's curriculum content.
☐ This change affects 25-49% of the program's length/credit hours.
☐ This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
☐ This change affects 50% or more of the program's curriculum content.
☐ This change affects 50% or more of the program's length/credit hours.
☐ This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
☑ None of these apply

Check all that apply to this program*
☐ Significant departure from previously approved programs
☐ New instructional site at which more than 50% of program is offered
☐ Change in credit hours required to complete the program
☑ None of these apply

SACSCOC Comments This change should not affect SACSCOC accreditation.

REQUIRED ATTACHMENTS

ATTACH the the following required documentsl by navigating to the Proposal Toolbox and clicking 🔳 in the top right corner.

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from **here**, and upload.

Make sure to upload the new program sheet that reflects these changes. If you'd like to update both the old and new program new for reference, please ensure that you distinctly mark them and upload as one document.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the **Academic Assessment Plan/Reporting template** and attach to this proposal.

4.) Curriculum Map Assessment

Please download the **Curriculum and Assessment Map template** and attach to this proposal.

Program Map* ☑ I have attached the Program Map/Sheet.
☐ N/A - I am not making changes to the program curriculum.

Assessment Plan* ☑ I have attached the Assessment Plan.
☐ N/A

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✅ icon in the Proposal Toolbox to make your decision.

Academic Year
Program Map
B.A. in Theatre

YEAR 1				

TERM 1

Course	Credits
ENGL 1101 (Area A)	3
FL1001 or 1002 (Area B1)	3
THEA 2290: Stage & Film Craft 1 (Area F)	3
THEA 1100: Theatre Appreciation (Area F)	3
THEA 1111: Performance & Production (Area F)	1
XIDS 2002: Theatre & Entertainment (Area B2	2
SEMESTER TOTAL	15

Milestones

- Complete ENGL 1101; Required to earn C or higher.

TERM 2

Course	Credits
ENGL 1102 (Area A)	3
FL1002 (Area C2) or 2001 (Area F)	3
MATH 1001 (Area A)	3
THEA 2100 (Area F)	3
THEA 1291: Voice & Movement I	3
THEA 1112 (Area F)	1
THEA 1000: Theatre Laboratory	0
SEMESTER TOTAL	16

Milestones

- Complete ENGL 1102; Required to earn C or higher.
- Complete Math 1001

YEAR 2				

TERM 1

Course	Credits
FL 2001 or 2002/or FORL 2000 (Area F)	3
THEA 2291	3
HIST 1111 or 1112 (Area E1)	3
POLS 1101 (Area E3)	3
Area D Course (no lab)	3
THEA 2111	1
SEMESTER TOTAL	16

Milestones

Complete core area B
Complete courses in core areas D and E.
Complete courses in major.

TERM 2

Course	Credits
FL 2002/FORL 2000 level (Area F) or XIDS 2100	3
Area D Course (no lab)	3
HIST 2111 or 2112 (Area E2)	3
THEA 2214	3
THEA 2310	3
THEA 2112	1
SEMESTER TOTAL	16

Milestones

- Complete core area A.
- Complete courses in core areas D and E.
  Complete courses in the major.

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

YEAR 3				

TERM 1			TERM 2	
Course	**Credits**		**Course**	**Credits**
Area E4 Course	3		THEA 4457	3
Area D Course (w/lab)	4		THEA 3000-4000 elective 1/3	3
THEA 3111	1		THEA 3394	3
Art or Music or FILM or XIDS 2100	3		AREA B2 Course (if not taken in Year 2 Term 2)	2
THEA 3357	3		THEA 3112	1
			THEA Elective from 1000-2000 level	3
SEMESTER TOTAL	14		SEMESTER TOTAL	15
Milestones			**Milestones**	
Core areas D, E, F completed			Theatre major courses	

YEAR 4				

TERM 1			TERM 2	
Course	**Credits**		**Course**	**Credits**
THEA 3000-4000 elective 1/3	3		THEA 4485 or 4486	3
THEA 4111 or Free Elective (3000 or 4000) 1/4	3		THEA 4111 or Free Elective (3000 or 4000) 3/4	3
Free Elective (3000 or 4000) 2/4	3		Free Elective (3000 or 4000) 4/4	3
THEA 4415	3		THEA 3000-4000 elective 3/3	3
THEA 3000-4000 elective 2/3	3		XIDS 2100 (if needed)	3
SEMESTER TOTAL	15		SEMESTER TOTAL	12 or 15
Milestones			**Milestones**	
Free Electives must be 3000-4000 level and may be THEA courses, and/or courses outside the major.			Free Electives must be 3000-4000 level and may be THEA courses, and/or courses outside the major.	

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INSTRUCTIONS

1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)

2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)

3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)

4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)

5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.

In the corresponding aligned box, mark the level of instruction for a SLO: Introduced **"I"**, Reinforced **"R"**, or Mastered **"M"** within the course.

6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.

INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.

REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.

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DEPARTMENT: Theatre

PROGRAM: Bachelor of Arts

	COURSES	PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5	PL-SLO 6	PL-SLO 7	PL-SLO 8
		Students will demonstrate knowledge of selected plays, theatrical conventions and theatrical movements important in the formation of the modern theatre.	Students will describe basic knowledge of theatre history, theory, and criticism, including research sources and methodology.	Students will demonstrate skills in analyzing plays, using theatre technology, and conducting research.	Students will express through performance, writing, speaking, and other modes of communication the results of research and critical judgement, indicated by a demonstrable ability to reach an audience effectively	Students will apply skills learned in courses to a variety of work and social environments.	Students will illustrate awareness of the complex human condition acquired through aesthetic and intellectual perceptions as evidenced in various mode of theatrical production.	Students will function safely and effectively while using theatre technology.	Students will demonstrate knowledge of the various means (acting, directing, designing, constructing, playwriting, etc.) through which a theatrical concept is realized.
1	THEA 1000	I		I		I	I	I	I
2	THEA 1100	I	I	I	I				I
3	THEA 1111					I		I	
4	THEA 1112					I		I	
5	THEA 1291				I	I	I	I	
6	THEA 1292				I-R	I-R	I-R	I-R	
7	THEA 2050				I	I			
8	THEA 2100	R	R	R	R		R		
9	THEA 2111					R	I	R	
10	THEA 2112					R	I	R	
11	THEA 2214		I	I	I	I		I	I
12	THEA 2215		I	I	I	I		I	I
13	THEA 2224		I	I	I	I		I	I
14	THEA 2290					I		I	
15	THEA 2291	R		R	R	R	R		R
16	THEA 2292	R		R	R	R	R		R
17	THEA 2310	R	I	R		I		R	R
18	THEA 2315	I	I	R	R	I		R	R
19	THEA 2325	R	I	I		R		R	R
20	THEA 2380			I	I		I	R	
21	THEA 2391			I	I		I	R	I
22	THEA 2393			I	I		I	R	I
23	THEA 2395			I	I		I	R	
24	THEA 2491		I		I	R	R	R	I
25	THEA 2550		I	R		R	R	R	R
26	THEA 2900				I	I	I	R	I
27	THEA 3201	R	R	R		R		M	R
28	THEA 3212	R	R	R	R		R	R	R
29	THEA 3214	R	R	R	R	R			R
30	THEA 3215			R	R	R	R	R	R
31	THEA 3290	R	R	R	R	R	R	R	R

			No.	Course								
			32	THEA 3391	R	R	R	R	R	M	R	R
			33	THEA 3392	R	R	R	R	R	M	R	R
			34	THEA 3415	R		R	R	R	R	R	R
			35	THEA 3491			R	R	R	R	R	R
			36	THEA 4111	M	M	M	M	M	M	M	M
			37	THEA 4291			M	M	M	M	M	M
			39	THEA 4301	M	M	M	M	M	M	M	M
			40	THEA 4412	R	R	M	M	R	M		M
			41	THEA 4415	M		R	M	R	R		M
			42	THEA 4457	M	M	M	M		M		M
			43	THEA 4485	R	R	R	R	R	R	R	R
			44	THEA 4486	R	R	M	M	M	M	M	M

Environment, Sustainability, and GIS, B.S.___

2024-2025 Undergraduate Revise Program Request

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Modifications (Check all that apply)*
- ☑ Program Name
- ☑ Track/Concentration
- ☐ Catalog Description
- ☐ Degree Name
- ☐ Program Learning Outcomes
- ☐ Program Curriculum
- ☐ Other

Desired Effective Semester * `Fall`

Desired Effective Year * `2024`

Routing Information

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School/ Department* `Department of Natural Sciences`

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ⦿ No

Is this a College of Education Program?* ○ Yes ⦿ No

Is the addition/change related to core, honors, or XIDS courses* ☐ Yes ☑ No

Is this an Accelerated Bachelors to Masters program related proposal?* ⦿ Yes ○ No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below.* ⦿ Yes ○ No

List of Faculty Senate Action and Information Items

Program Information

Select *Program* below, unless revising an Acalog *Shared Core*.

66

Type of Program* ⦿ Program

◯ Shared Core

If other, please identify.

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name
Program Description

Program Name* Environment, Sustainability, and GIS, B.S.___

Program ID - DO NOT EDIT* 4281

Program Code - DO NOT EDIT

Program Type* [Bachelor]

Degree Type* [Bachelor of Science]

Program Description* Learning Outcomes
Demonstrate an understanding of the geographic dimensions of social and/or physical patterns, relations, processes, and environments

Demonstrate competence in acquiring, evaluating, and analyzing geographic data

Demonstrate in-depth knowledge of a specific geographical question

Demonstrate an ability to analyze data geographically

Demonstrate an ability to construct and present an argument based on evidence

Status* ◉ Active-Visible   ◯ Inactive-Hidden

Program Location* [Carrollton]

Curriculum Information

◯ Shared Core

Prospective Curriculum*

Requirement

Core: 60 Hours

Core Areas A-E: 42 Hours

Core Curriculum

Area A must have MATH 1113 or higher

Area D must have Option II

Area F: 18 Hours (*: If not taken in Core Areas A-E)

GEOG 1013 World Geography
[Right] *

GEOG 2083 Introduction to Geographical Analysis
[Right] *

GEOG 2553 Introduction to GIS and Mapping Sciences
[Right] *

MATH 1401 Elementary Statistics
[Right]
[Right] (or)

MATH 1634 Calculus I
[Right] *

MATH credits from Areas A and D 1-2 Hours

1000-2000 level courses from GEOG, CS, BIOL, CHEM, GEOL, or PHYS 6-8 Hours

Major: 60 Hours

All majors complete both the Geography Core and one of three concentrations: General Geography, Environmental Sustainability, or Geographic Information Science. (Students in the GIS concentration cannot minor in GIS.)

Geography Core: 16 Hours

All majors must complete the following courses, including 3 hours of GEOG 4083.

GEOG 3643 Urban Geography
GEOG 3800 Biogeography

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GEOG 3800 Biogeography
GEOG 4553 Geographic Information System
GEOG 4083 Faculty-Mentored Research
GEOG 4084 Geography Capstone

General Geography Concentration: 44 Hours

Required Courses: 15 Hours

Select any 3000/4000 level GEOG courses.

3000/4000 Level Electives: 8 Hours

Select from any 3000/4000 level courses except PWLA.

Additional Electives and/or Minor: 21 Hours

Environmental Sustainability: 44 Hours

Required Courses: 9-15 Hours

GEOG 1112 Weather and Climate
[Right] (if not taken in Area D or F)

GEOG 2202 Environmental Science
[Right] (if not taken in Area D or F)

GEOG 3405 Geographies of Sustainability
GEOG 4700 Global Environmental Change

Required Approved Courses: 9 Hours

3000/4000 level courses in any discipline as approved by advisor.

3000/4000 Level Electives: 5 Hours

Select from any 3000/4000 level courses except PWLA.

Additional Electives and/or Minor: 15-21 Hours

Geographic Information Science: 44 Hours

Required Courses: 8 Hours

GEOG 3563 Remote Sensing and GIS Integration
GEOG 4554 Computer Cartography

Any Three of the Following: 12 Hours

GEOG 4562 Airphoto Interpretation and Photogrammetry
GEOG 4564 Contemporary Remote Sensing Applications
GEOG 4753 Contemporary GIS Applications
GEOG 4755 GIS Database Design
GEOG 4757 Programming and Customization in GIS
GEOG 4893 Practicum in GIS

3000/4000 Level Electives: 3 Hours

  Select from any 3000/4000 level courses except PWLA.

Additional Electives and/or Minor: 21 Hours

ABM in Geography (BS) to Master in Arts and Teaching

Required Courses: 10 Hours

GEOG 1112 Weather and Climate
[Right] (if not taken in Area D or F)
GEOG 2202 Environmental Science
[Right] (if not taken in Area D or F)
GEOG 3405 Geographies of Sustainability
GEOG 3100 Introduction to Science Pedagogy
GEOG 4411 Scientific Communication
[Right] Can be taken as graduate level course GEOG 5411
GEOG 4700 Global Environmental Change

3000/4000 Level Electives and/or Minor: 34 Hours

  Select from any 3000/4000 level courses except PWLA.

Major: 60 Hours

Total: 120 Hours

PROGRAM CURRICULUM

**IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, <u>DO NOT</u> PROCEED. Contact curriculog@westga.edu for further instruction.

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. **Please click here for a <u>video</u> demonstration on how to build your program curriculum.**

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

In order to delete courses that you are removing from your program, please follow these steps:

    First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the **X** and proceed.

    Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the **X** and proceed.

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    For courses already in the catalog, click on "Import Course" and find the courses needed.

    For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) in the curriculum schema click on ☰ "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Justification and Assessment

Rationale*   PART I: We are simply seeking to change our program name without changing the actual degree. The current name "Geography" is to be replaced by "Environment, Sustainability, and GIS". We believe this new name is more informative and will be better at recruiting students to. PART II: The Accelerated Bachelor's to Master's Degree Pathway in Geography (Environmental Science Education) (BS) to Master of Arts in Teaching (MAT) at the University of West Georgia allows outstanding students who major in Geography and are interested in Secondary Education to begin earning credit towards a graduate degree while completing their Bachelor's degree. It will allow exceptional students to count up to three (3) hours of undergrad credits in the MAT program.This offering could be of significant interest to students seeking to earn a MAT with the intention of teaching geography and environmental science in school.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

SACSCOC Substantive Change

Please review SACSCOC Substantive Change Considerations for Curriculum Changes
Send questions to kgwaltney@westga.edu.

Check all that apply to this program*   ☐ This change affects 25-49% of the program's curriculum content.
         ☐ This change affects 25-49% of the program's length/credit hours.
         ☐ This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
         ☐ This change affects 50% or more of the program's curriculum content.
         ☐ This change affects 50% or more of the program's length/credit hours.
         ☐ This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
         ☑ None of these apply

Check all that apply to this program*   ☐ Significant departure from previously approved programs
         ☐ New instructional site at which more than 50% of program is offered
         ☐ Change in credit hours required to complete the program
         ☑ None of these apply

SACSCOC Comments

REQUIRED ATTACHMENTS

ATTACH the the following required documentsl by navigating to the Proposal Toolbox and clicking ⊕ in the top right corner.

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from here, and upload.

Make sure to upload the new program sheet that reflects these changes. If you'd like to update both the old and new program new for reference, please ensure that you distinctly mark them and upload as one document.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the Academic Assessment Plan/Reporting template and attach to this proposal.

4.) Curriculum Map Assessment

Please download the **Curriculum and Assessment Map template** and attach to this proposal.

Program Map*	☑ I have attached the Program Map/Sheet.
	☐ N/A - I am not making changes to the program curriculum.
Assessment Plan*	☐ I have attached the Assessment Plan.
	☑ N/A

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✔ icon in the Proposal Toolbox to make your decision.

Accelerated Bachelor's to Master's Degree (ABM) in Geography (BS) to Master of Arts in Teaching (MAT)

Program Modification Proposal

_____

Accelerated Bachelor's to Master's Degree (ABM) in Geography (Environmental Science Education) (BS) to Master of Arts in Teaching (MAT)

The Accelerated Bachelor's to Master's Degree Pathway in Geography (Environmental Science Education) (BS) to Master of Arts in Teaching (MAT) at the University of West Georgia allows outstanding students who major in Geography and are interested in Secondary Education to begin earning credit toward a graduate degree while completing their Bachelor's degree. The ABM in Geography (Environmental Science Education) allows exceptional students to count up to three (3) hours in the MAT program.

The Accelerated Bachelor's to Master's Degree Pathway offers the opportunity to simultaneously satisfy partial degree requirements for a bachelor's and a master's degree in an accelerated program of study. Upon completion of the undergraduate B.S. in Geography (Environmental Science Education) - with a satisfactory undergraduate grade point average and a grade of "B" or better in all graduate courses completed - the student may move to full graduate status in the Master's program in MAT and the graduate-level courses taken as an undergraduate will be applied toward the graduate degree

Eligibility Requirements

Students applying for the ABM Pathway in Geography (Environmental Science Education) (BS) to MAT must:

- Have completed at least 90 credit hours toward a BS in Geography.
- Have completed at least 30 of the 90 credit hours of coursework at the University of West Georgia.
- Have a UWG GPA of 3.2 or higher and maintain that GPA while they are undergraduates.
- Meet all admission requirements for the MAT program with the exception of the completed BS in an accepted area (geography or geography education).
- Following AMB admittance, students must complete the GACE content test(s) and Educator Ethics (test #360) in their senior year.

Application Process

- Meet with your advisor and program faculty mentor to discuss the ABM program. Ideally, this should occur when the student has completed a minimum of 60 hours and completed Area F coursework (specifically GEOL1121 and GEOL1122).

- Complete an application form for the Accelerated Bachelor's to Master's Degree Program. Ideally, this should take place in the semester before the student earns 90 hours.
- Complete a graduate application for the graduate degree program and submit all required documents for admission.

Acceptance to the Program

Once a student has been accepted to the Pathway, the student should follow the plan of study prescribed by the program and take the courses approved for the ABM program. The student will be classified as an undergraduate student. Once the student has earned the bachelor's degree with a satisfactory undergraduate grade point average and has earned a grade of "B" or better in graduate coursework, the student's classification will be changed to a graduate student.

Approved Graduate Courses

The table below shows the graduate course for which students can receive credit towards both the graduate and undergraduate degrees, along with the Undergraduate courses which they would replace.

Graduate Course	Replaced undergraduate Course
Prefered: GEOG5411- Scientific Communication	GEOG4411- Scientific Communication

2022-2023 Program Map – BS Geography

YEAR 1

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
ENGL 1101 (Core A1): English Composition I	3	ENGL 1102 (Core A1): English Composition II	3
POLS 1101 (Core E)	3	MATH 1113 or higher (Core A2): Precalculus	3(4)
Core D, option I with lab: Recommended GEOG 1112/1112L: Weather and Climate	4	GEOG 2553 (Core Area F): Intro to GIS	3
Core B2: Other Institutional Options	2	Core B: Written and Oral Communication	3
Core C: Humanities or Fine Arts	3	GEOG 2202 (Core F): Environmental Science	3
SEMESTER TOTAL	15	SEMESTER TOTAL	16
Milestones		**Milestones**	
● Complete ENGL 1101 C or better ● Complete GEOG 1112 with a B or better ● Target: 15 credit hours completed		● Complete ENGL 1102 and Math 1113 with a C or better ● Complete GEOG 2553 with B or better ● Target: 31 credit hours completed	

YEAR 2

TERM 1			TERM 2	
Course	**Credits**		**Course**	**Credits**
Core D, option I with lab: Recommended GEOG 1121 and 1121L: Physical Geography	4		Core F Elective Intro class relevant to environmental science	3
GEOG 4553 (major course): Advanced GIS	4		Core F Elective Intro class relevant to environmental science	3
Core F Elective Intro class relevant to environmental science	4		MATH 1401 (Core Area D) Elementary Statistics	3
Upper Level Elective (approved by Geography Advisor)	3		GEOG 3800 (major course): Biogeography	3
			Elective	3
			GEOG 3100 Introduction to Science Pedagogy	1
SEMESTER TOTAL	15		SEMESTER TOTAL	16

Milestones		Milestones
● Complete GEOG 1121 with C or better ● Strategically pick upper level elective (according to GACE plans) ● Plan for courses offered only alternate years ● Target: 46 credit hours completed		● Finish Core D ● Complete GEOG 3100 ●Meet with the Faculty mentor and advisor to discuss the ABM program. ● Plan for courses offered only alternate years ● Target: 62 credit hours completed

YEAR 3				
TERM 1			**TERM 2**	
Course	**Credits**		**Course**	**Credits**
GEOG 2083 (Area F): Geographical Analysis	3		GEOG 4083 (major course): Faculty guided research	3
GEOG 4700 (major course): Global Environmental Change	3		Elective	3
GEOG 3405 (major course): Geographies of Sustainability	3		GEOG 4600 (major course): Applied Climatology	3
GEOG 1013 World Geography (Core E)	3		Upper Level Elective (approved by Geography Advisor)	3
GEOG 3643: Urban Geography	3		**Core E: History**	**3**
SEMESTER TOTAL	15		SEMESTER TOTAL	15
Milestones			**Milestones**	
● Complete GEOG 2083 with B or better ● Target: 77 credit hours completed			● Complete GEOG 4083 with a B or better ● Complete an application form for the ABM Degree. ● Plan for courses offered only alternate years ● Target: 92 credit hours completed	

YEAR 4				
TERM 1			**TERM 2**	
Course	**Credits**		**Course**	**Credits**
GEOG 4083 (major course): Senior Capstone	3		GEOG 5411/4411 (major course): Scientific Communications	4
Core E: History	3		Core C: Humanities or Fine Arts	3
Upper Level Elective (approved by Geography Advisor)	3		Elective	3

Elective	3		Elective		3
Elective	3				
SEMESTER TOTAL	15		SEMESTER TOTAL		13
Milestones			**Milestones**		
● Submit Application for Grad School Admission. ● Pass or exempt GACE Program Admission Test ● Pass GACE Educator Ethics Exam ● Target: 107 credit hours completed			● Complete GEOG 5411 ● Submit applications for Teacher Education admission ● Pass GACE Content Exam(s) ● Target: 120 credit hours completed (117-121)		

EDUC 2110 Investigating Critical and Contemporary Issues in Education

EDUC 2130 Exploring Learning and Teaching

MEDT 2501 Multiple Literacies for Ed.

EDUC 2120 Exploring Sociocultural Perspectives on Diversity in Educational Contexts

39 Upper level in Discipline

19 Area F

120 Hours total

2022-2023 Program Map – BS Geography (No Algebra)

YEAR 1

TERM 1			TERM 2	
Course	**Credits**		**Course**	**Credits**
ENGL 1101 (Core A1): English Composition I	3		ENGL 1102 (Core A1): English Composition II	3
MATH 1111: College Algebra (Core A2)	3		MATH 1113 or higher (Core A2): Precalculus	3(4)
Core D, option I with lab: Recommended GEOG 1112/1112L: Weather and Climate	4		POLS 1101 (Core E)	3
Core B2: Other Institutional Options	2		Core B: Written and Oral Communication	3
Core C: Humanities or Fine Arts	3		GEOG 2202 (Core F): Environmental Science	3
SEMESTER TOTAL	15		SEMESTER TOTAL	16

Milestones		Milestones
● Complete ENGL 1101 C or better ● Complete GEOG 1112 with a B or better ● Target: 15 credit hours completed		● Complete ENGL 1102 and Math 1113 with a C or better ● Target: 31 credit hours completed

YEAR 2

TERM 1			TERM 2	
Course	**Credits**		**Course**	**Credits**
Core D, option I with lab: Recommended GEOG 1121 and 1121L: Physical Geography	4		Core F Elective Intro class relevant to environmental science	3
GEOG 2553 (Core Area F): Intro to GIS	3		Core F Elective Intro class relevant to environmental science	3
MATH 1401 (Core Area D) Elementary Statistics	3		GEOG 4553 (major course): Advanced GIS	4
Core F Elective Intro class relevant to environmental science	4		GEOG 3800 (major course): Biogeography	3
			GEOG 3100 Teaching Assistant Overview	1

SEMESTER TOTAL	14		SEMESTER TOTAL	14
Milestones			**Milestones**	
● Complete GEOG 1121 with C or better ● Complete GEOG 2553 with B or better ● Plan for courses offered only alternate years ●Target: 45 credit hours completed			● Complete GEOG 3100 ● Strategically pick upper-level elective (according to GACE plans) ●Meet with the Faculty mentor and advisor to discuss the ABM program. ● Target: 59 credit hours completed	

YEAR 3				
TERM 1			**TERM 2**	
Course	**Credits**		**Course**	**Credits**
GEOG 2083 (Area F): Geographical Analysis	3		GEOG 4083 (major course): Faculty guided research	3
GEOG 4700 (major course): Global Environmental Change	3		Elective	3
GEOG 3643: Urban Geography	3		GEOG 4600 (major course): Applied Climatology	3
GEOG 1013 World Geography (Core E)	3		Upper Level Elective (approved by Geography Advisor)	3
GEOG 3405 (major course): Geographies of Sustainability	3		Core E: History	3
SEMESTER TOTAL	15		SEMESTER TOTAL	15
Milestones			**Milestones**	
● Complete GEOG 2083 with B or better ● Target: 74 credit hours completed			● Complete GEOG 4083 with a B or better ● Complete an application form for the ABM Degree. ● Plan for courses offered only alternate years ● Target: 89 credit hours completed	

YEAR 4				
TERM 1			**TERM 2**	
Course	**Credits**		**Course**	**Credits**
GEOG 4083 (major course): Senior Capstone	3		GEOG 5411/4411 (major course): Scientific Communications	4
Core E: History	3		Core C: Humanities or Fine Arts	3
Upper Level Elective (approved by Geography	3		Upper Level Elective (approved by Geography	3

			Advisor)		
Elective	3		Elective		3
Elective	3		Elective		3
SEMESTER TOTAL	15		SEMESTER TOTAL		16
Milestones			**Milestones**		
● Submit Application for Grad School Admission. ● Pass or exempt GACE Program Admission Test ● Pass GACE Educator Ethics Exam ● Target: 104 credit hours completed			● Complete GEOG 5411 ● Submit applications for Teacher Education admission ● Pass GACE Content Exam(s) ● Target: 120 credit hours completed		

Complete these prior to Teacher Certification (MAT):

EDUC 2110 Investigating Critical and Contemporary Issues in Education
EDUC 2130 Exploring Learning and Teaching
MEDT 2501 Multiple Literacies for Ed.
EDUC 2120 Exploring Sociocultural Perspectives on Diversity in Educational Contexts

39 Upper level in Discipline
19 Area F
120 Hours total

COMM - 2256 - Film Form and Aesthetics

2024-2025 Undergraduate New Course Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit **UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs** for more information.

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester* `Fall`   **Desired Effective Year*** `2024`

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

College - School/ Department* `School of Communication, Film and Media`

Is this a School of Nursing or School of Communication, Film and Media course?* ( ) Yes ( ) No

Is this a College of Education course?* ( ) Yes (•) No

Is this an Honors College course?* [ ] Yes [✔] No

Is the addition/change related to core, honors, or XIDS courses?* [ ] Yes [✔] No

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Course Information

Course Prefix* `COMM`   **Course Number*** 2256

Course Title* Film Form and Aesthetics

Long Course Title

Course Type* `Mass Communications`

Catalog Course Description* A survey course designed to introduce film production students to the formal elements of film with the aim of creating scholar-practitioners able to intentionally employ the historical, aesthetic, and technical principles of film within their own creative work.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?* [ ] Yes [✔] No

Lec Hrs* 2

Lab Hrs* 2

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?* ○ Yes ● No

If yes, indicate maximum number of credit hours counted toward graduation.* N/A

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the **Curriculog Terminology/Icon Guide.**

Prerequisites COMM 1154

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course?* ○ Yes ● No

If yes, which area(s) (check all that apply):
☐ Area A
☐ Area B
☐ Area C
☐ Area D
☐ Area E

Status* ● Active-Visible ○ Inactive-Hidden

Type of Delivery (Select all that apply)*
☑ Carrollton or Newnan Campus: Face-to-Face
☐ Entirely Online
☐ Hybrid
☐ Fully Online

Frequency - How many semesters per year will this course be offered? 1

Grading* Undergraduate Standard Letter

Justification and Assessment

Rationale* This course is a new offering we are wanting to pilot as a way to provide our film production students with bespoke film analysis skills through the lens of production, with a view to making them more experienced and capable film practitioners. The class is also foundational to our plans for curriculum to be delivered at our Douglasville site at Great Point Studios.

Student Learning Outcomes - Please provide these in a numbered list format. * By the end of the class, students will:

1. Understand the *Why's* of the different formalist elements of the film medium.
2. Develop an awareness of the *How's* of the different formalist elements of the film medium.
3. Identify the historical context of key filmmaking technologies and their impact on film form.
4. Distinguish between artistic elements such as directing, acting, cinematography, editing, scoring, adapting, and writing, as well as their psychological and/or symbolic implications.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking [icon] in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., **correct course prefix and number,** course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: **http://www.westga.edu/UWGSyllabusPolicies/**

Syllabus* ● I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ● Library Resources are Adequate
○ Library Resources Need Enhancement

Present or Projected Annual Enrollment*   45

Will this course have special fees or tuition required?*   ☐ Yes   ☑ No   **If yes, what will the fee be?***   N/A

Fee Justification

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✔ icon in the Proposal Toolbox to make your decision.

COMM 2256: Film Form and Aesthetics

(2 Lecture Hours, 2 Lab Hours: 3 Credit Hours)

Description

A survey course designed to introduce film production students to the formal elements of film with the aim of creating scholar-practitioners able to intentionally employ the historical, aesthetic, and technical principles of film within their own creative work.

Contact Information

Prof. Patrick Cliton
PClinton@westga.edu

Miller hall

Meeting Times

TBA

Materials

Understanding Movies (14th), Louis Giannetti

Outcomes

By the end of the class, students will:

1. Understand the *Why's* of the different formalist elements of the film medium.
2. Develop an awareness of the *How's* of the different formalist elements of the film medium.
3. Identify the historical context of key filmmaking technologies and their impact on film form.
4. Distinguish between artistic elements such as directing, acting, cinematography, editing, scoring, adapting, and writing, as well as their psychological and/or symbolic implications.

Evaluation

We work on a **simple point system**.

Each assignment has a specific point value, and your final percentage grade will be determined based on the number of points you earn divided by the total number of points possible. Missing assignments will count as a zero.

Breakdown

Resulting grade and related performance levels

Grade	Range	Notes
A	90 - 100	.5 point grace given
B	80 - 90	.5 point grace given
C	70 - 80	.5 point grace given.
D	60 - 70	.5 point grace given.
F	59.5 and below	

Assignments

Assignments

· **I will use CourseDen to post Assignments and other materials for each week in the Content section.**

· **I think it's important to respond to what the world gives us, which we will do gracefully and fairly. I reserve the right to come up with a better idea than what's been planned, or take advantage of current events.**

· **You can use the weekly groupings of assignments under CONTENT as a quick checklist of your progress.**

Assignments	Points
Weekly Participation	5 points per week
Contact Information in designated Dropbox folder	10
Quizzes	20 points each
Movie Journal Entries	10 points each
Final Movie Journal Packet	50
Midterm Exam	100
Diversity Exam	50
Final Exam	200
Overall Professionalism & Participation	50
Bonus Opportunities	Variable

Our assignments are categorized below.

Weekly Participation (5 points per week)
Each week (with the exception of the first) you will receive 5 points for coming to our face-to-face meeting, on-time and fully prepared. Points will be deducted based on absences, tardiness, or being unprepared.

Contact Information (10 points)
Your first assignment will be to put your current contact information in a designated Dropbox folder in CourseDen. The information should include your name, your phone number, and your email address.

Quizzes (20 points each)
Most weeks, you will need to complete a quiz on the films we are screening and the class discussions and other materials. These quizzes will generally be administered through CourseDen and must be completed during a specific window of time.

Movie Journal Entries (10 points each)
Throughout the course of the semester. You will be required to screen additional films and fill out a response based on your observations. You will be required to do 10 in total. I will provide more detailed directions in class.

Final Movie Journal Packet (50 points)

After completing all the Movie Journal Entries, you will create a report detailing information about all the films you screened for your movie journals.

Midterm Exam (100 points)

The Midterm Exam will test your knowledge everything we have covered to that point in the semester.

Diversity Exam (50 points)

The Diversity Exam will require you to think critically about aspects of diversity (race, gender, class, etc.) in several of the films that you have watched over the course of the semester.

Final Exam (200 points)

The Final Exam will test your knowledge of everything we have covered throughout the semester. It is comprehensive.

Overall Professionalism & Participation (50 points)

This 50-point grade is derived from your overall class average with points added or deducted based on all your weekly participation grades.

Schedule

TENTATIVE CLASS SCHEDULE (Please note: the instructor reserves the right to modify this schedule and readings as necessary for the benefit of the class):

Week & Date	Topics, Assignments, & Homework
Week 1:	
	In-Class discussion: What makes a film different from other forms of video? Review Syllabus, textbook, and course outline Class Overview Absences & Tardiness Introductions **Homework:** Upload Phone Number & Email on CourseDen **GET TEXTBOOK!! Read Chapter 1 – Photography**

WEEK 2:	
	In-Class discussion: Review Course Policies Absences & Tardiness Introductions Continued Introduce Movie Journals Talk about Screenings **Homework:** Upload Phone Number & Email on CourseDen **GET TEXTBOOK!!** **Read Chapter 1 – Photography**
	In-Class discussion: Continue Discussion of Movie Journals Discussion of Screenings Chapter 1 – Photography **Homework:** **Read Chapter 1 – Photography** **Take Chapter 1 Quiz**
WEEK 3	
	In-Class discussion: Remind about Movie Journal & Screenings Chapter 1 – Photography Continued **Homework:** **Movie Journal 1**
	In-Class discussion: **DUE – Movie Journal 1** Chapter 1 – Photography Continued **Homework:** **Read Chapter 2 – Mise en Scene**
WEEK 4	

	In-Class discussion: Chapter 1 – Photography Continued **Homework:** **Read Chapter 2 – Mise en Scene** **Take Chapter 2 Quiz**
	In-Class discussion: Remind about Movie Journal & Screenings Chapter 2 – Mise en Scene **Homework:** **Movie Journal 2**
WEEK 5	
	In-Class discussion: **DUE – Movie Journal 2** Chapter 2 – Mise en Scene Continued **Homework:** **Read Chapter 3 – Movement**
WEEK 6	
	In-Class discussion: Chapter 2 – Mise en Scene Continued **Homework:** **Read Chapter 3 – Movement** **Take Chapter 3 Quiz**
	In-Class discussion: Remind about Movie Journal & Screenings Chapter 3 – Movement **Homework:** **Movie Journal 3**
WEEK 7	

	In-Class discussion: **DUE – Movie Journal 3** Chapter 3 – Movement Continued **Homework:** **Read Chapter 4 – Editing**
	In-Class discussion: Remind about Movie Journal & Screenings Chapter 3 – Movement Continued **Homework:** **Movie Journal 4** **Read Chapter 4 – Editing** **Take Chapter 4 Quiz**
WEEK 8	
	In-Class discussion: **DUE – Movie Journal 4** Chapter 4 – Editing **Homework:** **Possible Screening**
	In-Class discussion: Remind about Movie Journal & Screenings Chapter 4 – Editing Continued **Homework:** **Movie Journal 5**
WEEK 9	
	In-Class discussion: **DUE – Movie Journal 5** Chapter 4 – Editing Continued Review for Midterm Exam **Homework:** **Take Midterm Exam (on Chapters 1 – 4)** **Read Chapter 5 – Sound**

	In-Class discussion: Remind about Movie Journal & Screenings Chapter 5 – Sound – Music Game **Homework:** **Movie Journal 6** **Read Chapter 5 – Sound** **Take Chapter 5 Quiz**
WEEK 10	
	In-Class discussion: **DUE – Movie Journal 6** Chapter 5 – Sound Continued **Homework:** **Read Chapter 6 – Acting**
	In-Class discussion: Remind about Movie Journal & Screenings Chapter 5 – Sound Continued **Homework:** **Movie Journal 7** **Read Chapter 6 – Acting** **Take Chapter 6 Quiz**
WEEK 11	
	In-Class discussion: **DUE – Movie Journal 7** Chapter 6 – Acting **Homework:**
	In-Class discussion: Remind about Movie Journal & Screenings Chapter 6 – Acting Continued **Homework:** **Movie Journal 8** **Read Chapter 7 – Dramatization**
WEEK 12	

	In-Class discussion:
	DUE Movie Journal 8
	Chapter 6 – Acting Continued
	
	    Homework:
	    Read Chapter 7 – Dramatization
	    Take Chapter 7 Quiz

	In-Class discussion: Remind about Movie Journal & Screenings Chapter 7 – Dramatization **Homework:** **Movie Journal 9**
WEEK 13	
	In-Class discussion: **DUE – Movie Journal 9** Chapter 7 – Dramatization Continued **Homework:** **Read Chapter 8 – Story**
	In-Class discussion: Remind about Movie Journal & Screenings Chapter 7 – Dramatization Continued **Homework:** **Movie Journal 10** **Read Chapter 8 – Story** **Take Chapter 8 Quiz**
WEEK 14	
	In-Class discussion: **DUE – Movie Journal 10** Chapter 8 – Story **Homework:** **Read Chapter 9 – Writing**

	In-Class discussion: Remind about Movie Journal & Screenings Chapter 8 – Story Continued **Homework:** **Movie Journal 11 (BONUS)** **Read Chapter 9 – Writing** **Take Chapter 9 Quiz**
WEEK 15	
	In-Class discussion: **DUE: Movie Journal 11 (BONUS)** Chapter 9 – Writing Discuss Final Movie Journal Packet – Summary & Diversity Exam **Homework:** **Begin on Final Movie Journal Packet – Summary** **Begin on Final Movie Journal Packet – Diversity Exam**
	In-Class discussion: Chapter 9 – Writing Continued Discuss Final Movie Journal Packet – Summary & Diversity Exam **Homework:** **Final Movie Journal Packet – Summary** **Final Movie Journal Packet – Diversity Exam**
WEEK 16	
	Homework: **Final Movie Journal Packet – Summary** **Final Movie Journal Packet – Diversity Exam**
WEEK 17	

	In-Class discussion: **DUE: FINAL MOVIE JOURNAL PACKET – SUMMARY** **DUE: FINAL MOVIE JOURNAL PACKET – DIVERSITY EXAM** **Review for Final Exam** Discuss Showcase **Homework:** **Study for Final Exam** **TAKE Final Exam ONLINE**
	In-Class discussion: **Class Wrap-Up. What worked and What didn't?** Prepare for Showcase Screening **Homework: Have a Great Break!**

BASIC EVALUATION STANDARDS

A = Excellent. Displays outstanding understanding of all material and thorough engagement with subject matter. This grade is for students who demonstrate the highest levels of excellence in ALL aspects of the assignment, including thought, expression, and use of materials. All requirements are met or surpassed.

B = Good. Displays an accurate understanding of all of the material. All requirements are met with few technical mistakes.

C = Okay. Displays a basic grasp of most of the material in the assignment. Some misunderstanding or inaccuracy occurs. Not demonstrating strong command, clarity and creativity. Most requirements are met.

D = Poor. Limited grasp of the material in the assignment is displayed. Lacks clarity or focus and contains several errors, difficult to understand or unusable. Some requirements are not met.

F = Unacceptable. Most requirements are not met. Almost no understanding of the material is conveyed and it is severely lacking clarity or technical competence, making it nearly impossible to understand or rendering it unusable.

Specific Course Policies and Resources

CONDUCT: Our classroom, whether in person or online, will be a safe space for a diversity of persons, identities and thoughts. Students are expected to respect differences, find common ground and be accepting of each other. Comments of intolerance, including prejudice or bullying, will not be tolerated, nor will any other form of harassment. See the student code of conduct for more information.

PLAGIARISM: All work offered by you must be created by you, and only you, including on exams and quizzes. Proper credit should be given to people for their ideas as well as direct quotations of their words. An informal reference to a speaker/author is better than no citation at all. Work that has been plagiarized in any way will be given a zero and reported to the university for further action. In extreme cases an immediate failing grade for the class will be given. . **ChatGPT and other AI Generating software / programs/ websites are STRICTLY PROHIBITED. Any use of AI will be considered cheating and result in a FAILING GRADE FOR THE ASSIGNMENT AND/OR THE CLASS!**

MATURE CONTENT: As a college-level course in an environment designed to ask you to examine and articulate your own views, some of this material may be personally challenging. Film examples used in this course are meant to represent the breadth and diversity of cinematic expression and adult human experience. I am sensitive to these concerns, while maintaining that examination of sometimes challenging material is important to our study of culture. If you anticipate having an issue with this at any point in this semester, please speak with me privately.

LATE ASSIGNMENTS: I do not accept late assignments.

EXTRA CREDIT OPPORTUNITIES: I generally do not offer any extra credit opportunities.

ATTENDANCE (Also in Evaluation Section): Attendance is mandatory for your success in this class. As such, I will be taking roll at the beginning of each face-to-face class meeting. If you are late, it is your responsibility to see me at the end of class and let me know that you came in late. Otherwise, you will be marked absent. Being absent from class will lower your Deliverables & Preparedness grade and possibly your Final Grade.

Arriving late to class is disrespectful and distracting. If you are late for class, you should see me at the end of class to verify your attendance. Being late for class will lower your Deliverables & Preparedness grade. TWO Late Arrivals will count as one Absence.

If you miss more than TWO WEEKS (4 Classes) of Face-to-Face class meetings, you will be deducted one letter from your final grade.

If you miss more than TWO AND A HALF WEEKS (5 Classes) of Face-to-Face class meetings, you will automatically FAIL THE CLASS.

MY ROLE: I will endeavor as much as possible to help guide your study of the course material, to summarize basic concepts, to provide interesting examples and context, and to facilitate lively discussions. I will also endeavor to return your writing in a timely fashion, within one week.

I look forward to engaging with you, and our topics, this semester.

OTHER CLASS POLICIES:

· If you do not take a quiz during the scheduled time and complete it before the quiz closes in CourseDen, you will receive a grade of zero. **There are no make-ups for quizzes or exams.**

· Class starts at the scheduled class time – work due at the start of class is due at EXACTLY that time. If it is 1 minute later, it will be considered late and your work may not be graded. If you are not in class to receive a quiz, you cannot complete it.

· Undocumented absences cannot be made up (tests cannot be taken, work cannot be submitted, etc.)

· Documented, excused absences will not count against you (as long as you have contacted the professor BEFORE the beginning of class), but you are required to make up any work that has been missed – this includes in-class shooting and/or other exercises we complete.

· Multi-tasking is outlawed. Learn to do one thing for 2h30, once a week, even if that thing is listening. You will learn a lot!

· Cell phones have NO PLACE in the classroom whatsoever. Turn them off before you walk into the room. If I see you using your cell phone you will be asked to leave and you will be considered absent for the day. That means any in-class work will be graded as 0, and you cannot turn in homework. This is another exercise in professionalism. If you are on set and the talent and/or above the line crew are waiting for you to finish texting before they can roll, you will not be there to make that mistake again. Practice paying singular attention. It is a rare and valuable *soft-skill* that will help you in the world and set you apart from your competition. *If there is something pressing you need to deal with, inform me at the start of class, and leave the room to the deal with the matter.*

· If you are not in class to receive a quiz at the beginning of class, you cannot complete it.

STUDENTS WITH SPECIAL NEEDS: I will gladly make the necessary accommodations to ensure students with special needs can complete the class and get the most out of it. Please don't "wing it" and then tell me at the end of the semester. Come see me in private with your paperwork and we can discuss your particular needs.

EMAIL POLICY: The University considers students' MyUWG e-mail account to be an official means of communication between the University and the student. It is the student's responsibility to check his or her email frequently for class, department, and University information. I frequently email documents, deadlines and syllabus modifications – not checking your email and CourseDen is no excuse for not completing work on time.

CREDIT HOUR POLICY: The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in class or other direct faculty instruction AND two hours of student work outside of class per week. As a guide, multiply this by 3 (credit hours). So for every one hour in class you should be spending 2 hours on your work. For a 3 credit hour class, this is SIX additional hours per week outside of class.

COMMON LANGUAGE FOR COURSE SYLLABI (please review)
https://www.westga.edu/academics/assets/docs/Common_Language_for_Course_Syllabi.pdf

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College/School Policies

Mission
Fair, just, and productive societies require the free flow of news, information, and ideas from communicators of knowledge, skill, and integrity who reflect the diversity of the people they serve. Therefore, the School of Communication, Film, and Media strives to provide high quality academic and experiential learning opportunities to prepare students for successful integration into the global community as industry professionals, leaders, and thinkers in the fields of digital media and entertainment, film and video production, journalism, and public relations.

Vision
The School of Communication, Film, and Media is committed to empowering students to communicate clearly, act responsibly, think critically, and understand context(s) to enhance their personal, civic, academic, and professional lives, facilitating active participation in an evolving and increasingly diverse society.

Strategic Priorities

Invested Teaching: To inspire and equip students to discover their personal, intellectual, and professional potential through personalized teaching, academic coaching, and career mentoring.

Experiential Learning: To offer students early and on-going multiple and diverse hands-on learning to develop and enhance personal, intellectual, and professional growth.

Connectedness: To serve as the hub that connects and cultivates partnerships among key stakeholders to enhance personal, intellectual, and professional growth. Key stakeholders include administrators, faculty, staff, students, alumni, industry, community, and friends.

Mass Communications Degree Program Learning Outcomes

ACEJMC Professional Values and Competencies: The Bachelor of Science degree program in Mass Communications is accredited by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), and the School of Communication, Film, and Media is committed to preparing students with the requisite knowledge and skills to be successful in the media and communications industries after graduation. To that end, the School has adopted as its program learning outcomes ACEJMC's 10 professional values and competencies, that all graduates of an ACEJMC accredited program should be aware of and able to demonstrate as scholars and professionals in the discipline.

ACEJMC Professional Values and Competencies: The Bachelor of Science degree program in Mass Communications is accredited by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), and the School of Communication, Film, and Media is committed to preparing students with the requisite knowledge and skills to be successful in the media and communications industries after graduation. To that end, the School has adopted as its program learning outcomes ACEJMC's 10 professional values and competencies, that all graduates of an ACEJMC accredited program should be aware of and able to demonstrate as scholars and professionals in the discipline. For the detailed list of the ACEJMC professional values and competencies, see the UWG Undergraduate Catalog or ACEJMC - Standard 2. Curriculum and Instruction.

Professional Values & Competencies
1. Apply Principles of Freedom of Speech & Press
2. Understand History
3. Demonstrate Culturally Proficient and Inclusive Communication 4. Present Images and Information Creatively and Effectively
5. Write Effectively
6. Work Ethically in Pursuit of Truth, Fairness, and Diversity
7. Conduct Research and Evaluate Information
8. Accurately Apply Numerical and Statistical Concepts
9. Critically Evaluate Work
10. Apply Tools and Technology

Film & Video Production Degree Program Learning Outcomes

Overview: The Bachelor of Science degree program in Film & Video Production is designed to train graduates in the field who are agile, adaptable, and able to employ their skills in an array of

roles from entrepreneurial content producers to on-set film work, both above and below the line. It will provide students with a comprehensive understanding of the machinery at work behind media production and distribution, along with a set of tangible, marketable, and transferable skills for an array of positions within the infrastructure of film and content production.

The FVP degree program learning outcomes include:
1. Demonstrate critical thinking, aesthetic awareness and technical proficiency in the production and assessment of audio- visual film work.
2. Understand all phases and roles of film production in order to help formulate career goals.
3. Understand the various potentials of film as both a commodity for a targeted audience, and an act of authorship and creative
expression.
4. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of cinema in a global society.

Institutional Policies

Academic Support

UWG is committed to student success, and the following resources will help you be more successful in your classes.

Center for Academic Success: The Center for Academic Success (http://www.westga.edu/cas/) provides tutoring, academic coaching, and supplemental instruction to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu.

University Writing Center: The University Writing Center (https://www.westga.edu/writing/) assists students with the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if the student needs to make special arrangements in case the building must be evacuated, the student should notify their instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact Accessibility and Testing Services (https://www.westga.edu/student-services/accessibility- testing/index.php).

Online Course Content

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For help with your online classes, additional online tutoring and other student success services, information on privacy and accessibility, and technology requirements, visit this UWG Online Help site.

UWG's online virtual tutoring service is Tutor.com, which replaces Smarthinking. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: Tutoring Service Knowledge Base article.
Students enrolled in online courses can find answers to many of their questions in the Online/Off-Campus Student Guide.

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the Honor Code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to plagiarism*, cheating*, fabrications*, aid of academic dishonesty, lying, bribery or threats, and stealing. When a student chooses to enroll at the University of West Georgia students pledge the following:

Having read the honor code of UWG, I understand and accept my responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly.

I understand that if I violate this code, I will accept the penalties imposed, should I be found responsible for violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code.

For more information on the University of West Georgia Honor Code, please visit the Office of Community Standards (https://www.westga.edu/administration/vpsa/ocs/index.php) site.

UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective

means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check their email.

Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the Counseling Center. (https://www.westga.edu/student-services/counseling/) Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in Health Services (https://www.westga.edu/student-services/health/). To report a concern anonymously, please go to UWGcares (https://www.westga.edu/uwgcares/).

Online counseling (https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the E.L.L. resource page (https://www.westga.edu/isap/ell- resources.php) for more information.

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of- class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: https://www.usg.edu/policymanual/section6/C2675

You may also visit our website for help with USG Guidance: https://www.westga.edu/police/campus-carry.php

Film & Video Production, B.S.

2024-2025 Undergraduate Revise Program Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs for more information.

If you have any questions, please email curriculog@westga.edu.

**CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM*

Modifications (Check all that apply)*
- ☐ Program Name
- ☐ Track/Concentration
- ☐ Catalog Description
- ☐ Degree Name
- ☐ Program Learning Outcomes
- ☑ Program Curriculum
- ☐ Other

Desired Effective Semester * `Fall`

Desired Effective Year * `2024`

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department* `School of Communication, Film and Media`

Is this a School of Nursing or School of Communication, Film and Media course?* ● Yes ○ No

Is this a College of Education Program?* ○ Yes ● No

Is the addition/change related to core, honors, or XIDS courses* ☐ Yes ☑ No

Is this an Accelerated Bachelors to Masters program related proposal?* ○ Yes ● No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below.* ● Yes ○ No

List of Faculty Senate Action and Information Items

Program Information

Select *Program* below, unless revising an Acalog *Shared Core*.

Type of Program* ● Program

○ Shared Core

If other, please identify.

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name
Program Description

Program Name* Film & Video Production, B.S.

Program ID - DO NOT EDIT* 4366

Program Code - DO NOT EDIT

Program Type* [Bachelor]

Degree Type* [Bachelor of Science]

Program Description* This degree is designed to train graduates in the field who are agile, adaptable, and able to employ their skills in an array of roles from entrepreneurial content producers to on-set film work, both above and below the line.

It will provide students with a comprehensive understanding of the machinery at work behind media production and distribution, along with a set of tangible, marketable, and transferable skills for an array of positions within the infrastructure of film and content production.

Learning Outcomes

Demonstrate critical thinking, aesthetic awareness and technical proficiency in the production and assessment of audio-visual film work.

Understand all phases and roles of film production in order to help formulate career goals.

Understand the various potentials of film as both a commodity for a targeted audience, and an act of authorship and creative expression.

Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of cinema in a global society.

Status* ◉ Active-Visible   ○ Inactive-Hidden

Program Location* [Carrollton]

Curriculum Information

Prospective Curriculum*

Requirement

Core Areas A, B, C, D, & E: 42 Hours

General Education Requirements (Core Curriculum)

Core Area F: 18 Hours

note that GFA 1000 is a 6 credit-hour class

COMM 1154 Introduction to Mass Communications
[After] Foreign Language - 1000 or 2000 level 6 Credit Hours

FILM 2080 Introduction to the Art of Film
[Right] (or)

FILM 2100 History and Theory of Film
[Right] (or)
COMM 2256 Film Form and Aesthetics
GFA 1000 Introduction to Film & Television Production
[Right] (or)

GFA 1040 Intro Film & TV Post-Prod

Courses Specific for the Major

Required Courses: 33 Hours

COMM 3305 Short-Form Screenwriting & Analysis
COMM 3353 Fundamentals of Film & Video Production
COMM 3356 Film and Culture
[Right] (or)

GRMN 4200 Seminar in German Literature
[Right] (or)

GRMN 4230 Kafka and the Kafkaesque in Literature and Film
[Right] (or)

GRMN 4240 Mystery and Horror in German Literature and Film
[Right] (or)

GRMN 4250 Contemporary German Cinema
[Right] (or)

FORL 3111 World Film
[Right] (or)

FORL 4485 Topics in National Film Traditions
[Right] (or)

ENGL 4109 Film as Literature
COMM 3366 The Business of Film
COMM 4405 Sound Design
COMM 4406 Cinematography
COMM 4407 Film & Video Editing
COMM 4408 Producing for Film & Video
COMM 4409 Directing for Film & Video Production
COMM 4425 Documentary Production Practices
COMM 4452 Advanced Film & Video Production

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Electives: 9-15 Hours

Must be 3000-4000 level COMM courses or approved courses from the list below. Majors may petition to apply alternative courses, including 1000-2000 level courses, as major electives that are relevant to their career aspirations by submitting requests and rationales to advisors. All alternative courses must be approved by the Dean/Designee of the School.

Complete 9 credit hours if minor = 18 credit hours

Complete 12 credit hours if minor = 15 credit hours

Complete 15 credit hours if GFA certification is chosen

MAX 24 credit hours of GFA can be applied to the degree

ABED 3100 Business Communication
ART 3400 Graphic Design Survey for Non-Majors
ABED 4118 Web Page Design
ENGL 3200 Intermediate Creative Writing
ENGL 3405 Professional and Technical Writing
ENGL 4109 Film as Literature
FILM 3200 Screenwriting
FORL 4485 Topics in National Film Traditions
FREN 3212 Topics in Francophone Cinema
GEOG 3713 Meteorology
HIST 4464 American Sports History
MGNT 3600 Management
MGNT 3602 Business Law
MGNT 3627 Managing Cultural Differences
MGNT 4630 Dispute Resolution in Contemporary Organizations
MKTG 3801 Art of Selling and Personal Dynamics
MKTG 3803 Principles of Marketing
MKTG 3809 Advertising Practices
MKTG 3810 Social Media and Online Marketing
MKTG 4805 Sales Management
MKTG 4861 Services Marketing
MKTG 4864 Consumer Behavior
MKTG 4866 International Marketing
PHED 3640 History of Sport
PHED 3641 Psychology of Sport
PHIL 3160 Philosophy in Literature and Film
POLS 3102 Gender and Politics
POLS 3103 Media and Politics
POLS 4202 Interorganizational Behavior
POLS 4215 Management of Non-Profit Organizations
PSYC 3200 Introduction to Organizational Development
PSYC 3590 Sports Psychology
PSYC 3600 Psychology of Communication
PSYC 3730 Social Psychology
PSYC 4003 Statistics for the Social Sciences
PSYC 4090 Groups and Group Process
PSYC 4140 Psychology of Gender
PSYC 4190 Advanced Organizational Development
PSYC 4500 Explorations into Creativity
SOCI 3100 Sociology of Humor
SOCI 3273 Managing Cultural Differences
SOCI 3603 Sociology of Gender
SOCI 3733 Social Psychology: The Sociological Tradition
SOCI 3943 American Class System
SOCI 4203 Women in American Society
SOCI 4323 Sociology of Race
SOCI 4373 Visual Sociology
SOCI 4623 Art, Media, Cultural Politics
SOCI 4693 Sports, Crime, and Society
SOCI 4700 Sociology of Emotions
SOCI 4916 Gender and Work
SPMG 3661 Sociology of Sport
SPMG 3665 Communication in Sport
SPMG 4665 Sport Marketing and Promotion
GFA 2000 Film, Television & Digital Entertainment Internship
GFA 2010 Set Construction and Scenic Planning
GFA 2020 Lighting and Electric
GFA 2030 Grip and Rigging
GFA 2040 Post Production
GFA 2050 Introduction to Special Makeup Effects
GFA 2060 Production Accounting

FORL 3111 World Film
GRMN 4200 Seminar in German Literature

GRMN 4230 Kafka and the Kafkaesque in Literature and Film
GRMN 4240 Mystery and Horror in German Literature and Film
GRMN 4250 Contemporary German Cinema

Minor or GFA Certification 12-18 Hours

GFA certification requires 12 additional hours

Minor requires 15-18 hours

Total: 120 Hours

Major Requirements

Minimum grade of C for ENGL 1101 , ENGL 1102 , COMM 1110 , COMM 1154 , and COMM 3353.

Must complete a major declaration form.

A maximum of 6 credit hours of COMM 4486 (Internship) may count toward major requirements though you may complete additional credit hours.

Must complete senior exit survey.

Must complete requirements for a minor field or GFA certification.

No more than 24 credit hours of GFA can be applied to the degree.

PROGRAM CURRICULUM

**IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, <u>DO NOT</u> PROCEED. Contact curriculog@westga.edu for further instruction.

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. **Please click here for a <u>video </u>demonstration on how to build your program curriculum.**

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

In order to delete courses that you are removing from your program, please follow these steps:

First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the **X** and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the **X** and proceed.

Step 2 - Adding New Courses to the Program

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the ⬇ icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed.

 For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) in the curriculum schema click on ☰ "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Justification and Assessment

Rationale* COMM 2256 is a new offering we are piloting as a way to provide our film production students with bespoke film analysis skills through the lens of production, with a view to making them more experienced and capable film practitioners. The class is also foundational to our plans for curriculum to be delivered at our Douglasville site at Great Point Studios, and we want to make this class available to our majors in Carrollton.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

SACSCOC Substantive Change

Please review SACSCOC Substantive Change Considerations for Curriculum Changes
Send questions to kgwaltney@westga.edu.

Check all that apply to this program*
- ☐ This change affects 25-49% of the program's curriculum content.
- ☐ This change affects 25-49% of the program's length/credit hours.
- ☐ This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- ☐ This change affects 50% or more of the program's curriculum content.
- ☐ This change affects 50% or more of the program's length/credit hours.
- ☐ This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- ☑ None of these apply

Check all that apply to this program*
- ☐ Significant departure from previously approved programs
- ☐ New instructional site at which more than 50% of program is offered
- ☐ Change in credit hours required to complete the program
- ☑ None of these apply

SACSCOC Comments

REQUIRED ATTACHMENTS

ATTACH the the following required documentsl by navigating to the Proposal Toolbox and clicking ⊞ in the top right corner.

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from here, and upload.

Make sure to upload the new program sheet that reflects these changes. If you'd like to update both the old and new program new for reference, please ensure that you distinctly mark them and upload as one document.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the **Academic Assessment Plan/Reporting template** and attach to this proposal.

4.) Curriculum Map Assessment

Please download the **Curriculum and Assessment Map template** and attach to this proposal.

Program Map* ☑ I have attached the Program Map/Sheet.
☐ N/A - I am not making changes to the program curriculum.

Assessment Plan* ☐ I have attached the Assessment Plan.
☑ N/A

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✓ icon in the Proposal Toolbox to make your decision.

School of Communication, Film, and Media

Bachelor of Science in Film & Video Production
Program Map

FALL 1	CREDITS	AREA
ENGL 1101 – English Comp I	3	A-1
Area C-1	3	C-1
Area B-2	2	B-2
Area D-1 + Lab	4	D-1
Area E-1	3	E-1
SEMESTER TOTAL	15	

Milestone:
- Complete ENGL 1101 – English Composition I; Required to earn C or higher.

Spring 1	CREDITS	AREA
ENGL 1102 – English Comp II	3	A-1
MATH 1401 –Elementary Statistics OR MATH 1001 – Quantitative Skills & Reasoning OR Math 1111 – College Algebra	3	A-2
Area D-1	3	D-1
Area E-2	3	E-2
FORL – Foreign Language	3	F
SEMESTER TOTAL	15	

Milestones:
- Complete ENGL 1102 – English Composition II; Required to earn C or higher.
- Complete 30 credit hours by end of term, including credit hours earned previous terms.

FALL 2	CREDITS	AREA
Any Option EXCEPT COMM 1110 – Public Speaking	3	B-1
Any Option EXCEPT COMM 1154 – Intro to Mass Comm	3	C-2
Area D-2	3	D-2
Foreign Language 1000-2000	3	F
COMM 1154 Intro to Mass Comm	3	F
SEMESTER TOTAL	15	

Milestones:
- Complete first foreign language requirement.
- Complete COMM 1154 – Introduction to Mass Communications; Required to earn C or higher.

SPRING 2	CREDITS	AREA
POLS 1101 – American Government	3	E-3
Area E-4	3	E-4
FILM 1000 – Ga. Film Academy I	6	F
FILM 2080 – Intro to the Art of Film OR FILM 2100 – Hist & Theory of Film OR COMM 2256 Film Form and Aesthetics	3	F
SEMESTER TOTAL	15	

Milestones:
- Complete 60 credit hours by end of term, including credit hours earned previous terms.

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.
Updated 1/2021

FALL 3	CREDITS
COMM 3305 – Short-Form Screenwriting & Analysis	3
COMM 3353 – Fund Film & Video Prod	3
COMM 3356 – Film & Culture	3
Any Mass Communications approved elective or Minor	6
SEMESTER TOTAL	15

Milestones:
- Complete COMM 3353 – Fundamentals of Film & Video Production; in order to access intermediate level production classes.

SPRING 3	CREDITS
COMM 4406 – Digital Cinematography & Image Design	3
COMM 4407 – Film & Video Post-Production	3
COMM 4408 – Producing for Film & Video	3
Georgia Film Academy (GFA) - Craft class OR Any Mass Communications approved electives OR Minor	6
SEMESTER TOTAL	15

Milestones:
- Complete 90 credit hours by end of term, including credit hours earned previous terms.

FALL 4	CREDITS
COMM 4405 – Sound Design	3
COMM 4409 – Dir for Film & Video Prod	3
COMM 4425 – Doc Production Practices	3
Georgia Film Academy (GFA) - Craft class OR Any Mass Communications approved elective OR Minor	6
SEMESTER TOTAL	15

Milestones:
- Complete COMM 4425 – Documentary Production Practices; required to earn C or better.

SPRING 4	CREDITS
COMM 3366 – The Business of Film	3
COMM 4452 – Advanced Film & Video Prod	3
GFA – Internship or Craft Class AND/OR Mass Comm approved elective OR Minor	6
Any Mass Communications approved elective OR Minor	3
SEMESTER TOTAL	15

Milestones:
- Complete 120 credit hours by end of term, including credit hours earned previous terms.

* Students Must complete the GFA certificate + 15 hours approved electives OR MINOR + 9-12 hours Electives.

* MAX 24 credit hours of GFA can be applied to the degree.

* Electives should be selected from this list https://www.westga.edu/academics/coss/mass-communications/assets/docs/Advisor_Created_Approved_Elective_Form.docx. Majors may petition to apply alternative courses, including 1000-2000 level courses, as major electives that are relevant to their career aspirations by submitting requests and rationales to advisors. The department chair must approve all alternative courses.

https://www.westga.edu/academics/coss/mass-communications/assets/docs/Approved_Elective_Updated.docx

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.
Updated 1/2021

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Mass Communications, B.S.

2024-2025 Undergraduate Revise Program Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs for more information.

If you have any questions, please email curriculog@westga.edu.

**CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM*

Modifications (Check all that apply)*
- ☐ Program Name
- ☐ Track/Concentration
- ☐ Catalog Description
- ☐ Degree Name
- ☐ Program Learning Outcomes
- ☑ Program Curriculum
- ☐ Other

Desired Effective Semester * `Fall`

Desired Effective Year * `2024`

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department* `School of Communication, Film and Media`

Is this a School of Nursing or School of Communication, Film and Media course?* ⦿ Yes ◯ No

Is this a College of Education Program?* ◯ Yes ⦿ No

Is the addition/change related to core, honors, or XIDS courses* ☐ Yes ☑ No

Is this an Accelerated Bachelors to Masters program related proposal?* ◯ Yes ⦿ No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below.* ⦿ Yes ◯ No

List of Faculty Senate Action and Information Items

Program Information

Select *Program* below, unless revising an Acalog *Shared Core*.

Type of Program* ⦿ Program

○ Shared Core

If other, please identify.

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name
Program Description

Program Name* Mass Communications, B.S.

Program ID - DO NOT EDIT* 4336

Program Code - DO NOT EDIT

Program Type* [Bachelor]

Degree Type* [Bachelor of Science]

○ Shared Core

Program Description* Through sequenced study in Digital Media & Entertainment, Film & Video Production, Journalism, and Public Relations, students are educated and trained across media industries to meet the demands of a complex, technological media landscape and multicultural society. Across areas of concentration, students master an understanding of the paramount economic, legal/policy, ethical, social, and effects issues facing mass media within the context of freedom of speech, freedom of press, media competition, and media convergence.

The curriculum offers a balance of theoretical and conceptual courses that challenge students to think critically, creatively, and collaboratively, and professional skills courses that give students an opportunity to apply their knowledge in cutting-edge experiential learning labs - bluestone Public Relations Firm, SCFM Productions, The West Georgian, WOLF Radio, and WUTV. Located approximately 45 miles west of Atlanta, the School also gives students the opportunity to regularly network and intern with communication, film, and media professionals in a top-10 media market. Students graduate with portfolios that showcase their scholarship and skills, and give them a competitive edge in the industry.

Digital Media & Entertainment engages students in courses that build knowledge and skills in traditional and emerging digital media. Students explore historical, theoretical, and structural concepts of programming, management, and production of informational and entertainment content to serve today's multicultural society. Students learn the art and science of successful storytelling, and create and produce original content for multiple digital media platforms in areas such as audio production, broadcasting, esports, live-streaming, music recording, podcasting, radio, social media, television, video, and other forms of digital entertainment and information. Students gain hands-on experience in classes throughout the curriculum, while also having the option of developing skills in student-operated media/experiential learning labs, such as WOLF Radio and WUTV.

Film & Video Production engages students in courses that build knowledge and skills in writing, analysis, production, and editing for film and video outlets. Students learn the art of cinematic storytelling, image design, and sound editing along with advanced post-production techniques and strategies within the broader field of film and video production. Students gain hands-on experience early on and throughout their tenure with workshops, seminars, and collaborative projects that lead to the distribution of their work via various traditional and digital outlets, e.g., competitions, film festivals, online platforms, screenings, social media, etc. Students also have the option of developing skills in student-operated media/experiential learning labs, such as SCFM Productions, WOLF Radio, and WUTV.

Journalism engages students in courses that build knowledge and skills in writing, reporting, and producing socially responsible and responsive news in today's multimedia landscape. Students learn to exercise news judgment, honor the tenets of journalism, and create news for and with audiences across traditional and emerging digital media platforms. Students gain hands-on experience early on and throughout their tenure with The West Georgian, WOLF Radio, and WUTV.

Public Relations engages students in courses that build knowledge and skills in today's multicultural domestic and global public relations industry. Students learn the importance of and processes behind building and maintaining mutually beneficial relationships between organizations and target publics through effective interactive communication. Students also gain hands-on experience in media relations, community relations, and employee relations through bluestone Public Relations Firm and experiential and service learning projects for private, nonprofit, corporate, and public sector clients.

Additionally, outstanding students pursuing this degree may apply to the Accelerated Bachelor's to Master's Degree Program, which offers the opportunity to simultaneously satisfy partial degree requirements for a bachelor's and a master's degree in an accelerated program of study. Up to two courses taken as an undergraduate can be applied toward the Master's degree in Digital and Social Media Communication.

Upon completion of the B.S. in Mass Communications with a satisfactory undergraduate grade point average and a grade of "B" or better in all graduate courses completed, the student may move to full graduate status in the M.S. in Digital and Social Media Communication, and the courses taken as an undergraduate will be applied toward the graduate degree.

Below are the graduate courses for which students can receive credit toward both the graduate and undergraduate degrees, along with the undergraduate courses which they would replace. Students on this pathway may receive credit for up to two such courses for a B.S. in Mass Communications.

COMM 6654 - Digital and Social Media Communication Law can replace COMM 4454 - Media Law

COMM 6684 - Research Methods in Digital and Social Media Communication can replace COMM 4484 - Mass Communications Research Methods

COMM 6600 - Digital and Social Media Communication Theories can replace COMM 4600 - Communication Theory

Learning Outcomes

ACEJMC requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be able to:

• apply the principles and laws of freedom of speech and press, in a global context, and for the country in which the institution that invites ACEJMC is located;

• demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications;

• demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation and ability, domestically and globally, across communication and media contexts;

• present images and information effectively and creatively, using appropriate tools and technologies;

• write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;

• demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;

• apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work;

• effectively and correctly apply basic numerical and statistical concepts;

• critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;

• apply tools and technologies appropriate for the communications professions in which they work.

Status* ⦿ Active-Visible ◯ Inactive-Hidden

Program Location*
Carrollton

Curriculum Information

Prospective Curriculum *

Requirement

Core Areas A, B, C, D, & E: 42 Hours

Core Curriculum

Core Area F: 18 Hours

COMM 1154 Introduction to Mass Communications
COMM 1110 Public Speaking
COMM 2254 Media Ethics
[After] Foreign Language - 1000 or 2000 level 6

[After] Humanities or Social Sciences Elective 3 (or)

COMM 1121 Experiential Learning Lab

Courses Specific for the Major: 42-45 Hours

Required Courses:

Journalism Concentration

COMM 3301 Fundamentals of Newswriting
[Before](and)

COMM 3303 Layout and Design
[Right] (or)

COMM 4403 Photojournalism
[After] (and)

COMM 3352 Fundamentals of Television Production
[Before](and)

COMM 4402 Feature Writing
[After] (and)

COMM 4421N Practicum-The West Georgian
[Right] (or)

COMM 4421T Practicum - WUTV
[After] (and)

COMM 4450 Advanced Media Writing and Reporting
COMM 4454 Media Law
[After] (or)

COMM 6654 Digital and Social Media Communication Law 3 Credit Hours

COMM 4484 Mass Communications Research Methods
[After] (or)

COMM 6684 Research Methods in Digital and Social Media Communication 3 Credit Hours

Digital Media & Entertainment Concentration

COMM 3350 Digital Media Industries
[Before](and)

COMM 3351 Radio & Audio Production
[Right] (or)

COMM 3352 Fundamentals of Television Production
[After] (and)

COMM 3354 Digital Social Media & Society
[After] and
COMM 3355 Digital Media Programming & Management
[Before](and)

COMM 4421R Practicum - The WOLF Internet Radio
[Right] (or)

COMM 4421T Practicum - WUTV
[After] (and)

COMM 4456 Digital Content Creation
[Right] (and)
COMM 4454 Media Law
[After] (or)

> **COMM 6654 Digital and Social Media Communication Law 3 Credit Hours**

COMM 4484 Mass Communications Research Methods
[After] (or)

> **COMM 6684 Research Methods in Digital and Social Media Communication 3 Credit Hours**

One (1) of the following

COMM 3301 Fundamentals of Newswriting
COMM 3302 Public Affairs Reporting
COMM 3305 Short-Form Screenwriting & Analysis

Film & Video Production Concentration

COMM 2256 Film Form and Aesthetics
COMM 3353 Fundamentals of Film & Video Production
COMM 3305 Short-Form Screenwriting & Analysis
COMM 3356 Film and Culture
[After] (and)

COMM 4425 Documentary Production Practices
[After] (or)

COMM 4426 Fiction Film Production
[After] (or)

COMM 4452 Advanced Film & Video Production
[After] (and)

COMM 4454 Media Law
[After] (or)

> **COMM 6654 Digital and Social Media Communication Law**

COMM 4484 Mass Communications Research Methods
[After] (or)

> **COMM 6684 Research Methods in Digital and Social Media Communication**

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Two (2) of the following:

COMM 4405 Sound Design
COMM 4406 Cinematography
COMM 4407 Film & Video Editing
COMM 4408 Producing for Film & Video
COMM 4409 Directing for Film & Video Production

Public Relations Concentration

COMM 3302 Public Affairs Reporting
COMM 3313 Public Relations Principles
COMM 4413 Public Relations Cases
COMM 4414 Public Relations Management
COMM 4444 Public Relations Campaigns
COMM 4451 Public Relations Writing
COMM 4454 Media Law
[After] (or)

> COMM 6654 Digital and Social Media Communication Law 3 Credit Hours

COMM 4484 Mass Communications Research Methods
[After] (or)

> COMM 6684 Research Methods in Digital and Social Media Communication 3 Credit Hours

One (1) of the following

COMM 4421P Practicum - bluestone
COMM 4486 Internship

Comm Electives: 12 Hours

Mass Communications majors must take at least 12 hours COMM 3000-4000 level courses.

The remaining 3-6 credit hours (depending on the minor) can be from any discipline, at any level of learning, including COMM 1000-4000.

Additionally, students may take up to 6 hours of internship (COMM 4486) for credit in their degree program, and students may take up to 6 credit hours of 3000-4000 level practica courses in their degree program. However, students may not exceed a total of 9 credit hours of internship and practica combined.

Complete a combined total of 18 credit hours if minor = 18 credit hours

Complete a combined total of 21 credit hours if minor = 15 credit hours

Students pursuing the Accelerated Bachelor's to Master's Pathway may begin earning credit toward an M.S. in Digital and Social Media Communication while completing their B.S. in Mass Communications by counting up to 6 hours for both degrees.

Two of these options are required classes, with a third possible substitution being COMM 6600 - Digital and Social Media Communication Theories, which can replace COMM 4600 - Communication Theory as a major elective.

Additional Electives: 3-6 Hours

Up to 6 credit hours of the remaining electives may be from any discipline, at any level of learning, including COMM 1000-4000.

Minor or GFA Certification: 15-18 Hours

GFA Certification requires 18 hours

Minor requires 15-18 hours

Total: 120 Hours

Major Requirements

Minimum grade of C for ENGL 1101, ENGL 1102, COMM 1110, COMM 1154, and COMM 2254.

Must complete a major declaration form.

A maximum of 6 credit hours of COMM 4421 (Practicum) may count toward major requirements though you may complete additional credit hours.

A maximum of 6 credit hours of COMM 4486 (Internship) may count toward major requirements though you may complete additional credit hours.

Must complete senior exit survey.

Must complete requirements for a minor field or GFA Certification.

PROGRAM CURRICULUM

**IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, <u>DO NOT</u> PROCEED. Contact curriculog@westga.edu for further instruction.

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. **Please click here for a <u>video </u>demonstration on how to build your program curriculum.**

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

In order to delete courses that you are removing from your program, please follow these steps:

First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the ✘ and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the ✘ and proceed.

Step 2 - Adding New Courses to the Program

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the ↓ icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) in the curriculum schema click on ☰ "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Justification and Assessment

Rationale* Digital Media and Entertainment:
COMM 4456: (Digital Content Creation) In keeping with the importance of content creation among industry professionals within our discipline and its relevance to students' learning outcomes within the Digital Media & Entertainment concentration, DME faculty and leadership believe it is necessary to make COMM 4456 a required course for all DME majors.

COMM 3302: As part of the school's larger effort to create a writing course that addresses vital student learning outcomes and deficiencies in students' writing abilities, the Digital Media & Entertainment faculty and leadership believe it is appropriate to allow this new writing course to be an option alongside the two existing options for students' required writing course in the major (i.e., COMM 3301 and COMM 3305).

COMM 3354: Given the nature of COMM 3354 (Digital Social Media & Society) as central to the Digital Media & Entertainment concentration and its emphasis on emerging media skills that cut across a variety of entertainment-based media industries, DME faculty and leadership believe it is necessary to remove COMM 3354 as a 'major selects' option (as one of three possible courses that fulfills this requirement) to a required course for all DME majors.

Film & Video Production:
This course is a new offering we are wanting to pilot as way to provide our film production students with bespoke film analysis skills through the lens of production, with a view to making them more experienced and capable film practitioners. The class also supports our curricular plans for our curriculum to be delivered at our Douglasville site at Great Point Studios.

Journalism:
COMM 3302 has been re-imagined and no longer explicitly serves the learning outcomes for this degree program. Students may now take this class as an approved major elective.

Public Relations:
This update to the requirements in the Public Relations Concentration is necessary to advance students' experiential learning, since both bluestone and internship add an experiential learning component to the concentration that was previously lacking (unless the practicum or internship were taken as electives).

Major electives:
Since our accrediting guidelines changed to allow for this a few semesters ago, we have been petitioning these on a case by case basis. Now, in order to ensure all students are given equitable access to this modified approach, we are formalizing this policy to reduce unnecessary unused credit-hours, barriers, and delays in students' progression to graduation, along with the reduction of workload for everyone along the petition-approving chain.

In order to automate Wolf Watch and achieve the automation, in consultation with the Registrar, we have split electives into 2 categories.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

SACSCOC Substantive Change

Please review **SACSCOC Substantive Change Considerations for Curriculum Changes**
Send questions to **kgwaltney@westga.edu**.

Check all that apply to this program*
- ☐ This change affects 25-49% of the program's curriculum content.
- ☐ This change affects 25-49% of the program's length/credit hours.
- ☐ This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- ☐ This change affects 50% or more of the program's curriculum content.
- ☐ This change affects 50% or more of the program's length/credit hours.
- ☐ This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- ☑ None of these apply

Check all that apply to this program*
- ☐ Significant departure from previously approved programs
- ☐ New instructional site at which more than 50% of program is offered
- ☐ Change in credit hours required to complete the program
- ☑ None of these apply

SACSCOC Comments

REQUIRED ATTACHMENTS

ATTACH the the following required documentsl by navigating to the Proposal Toolbox and clicking ⊕ **in the top right corner.**

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from here, and upload.

Make sure to upload the new program sheet that reflects these changes. If you'd like to update both the old and new program new for reference, please ensure that you distinctly mark them and upload as one document.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the Academic Assessment Plan/Reporting template and attach to this proposal.

4.) Curriculum Map Assessment

Please download the **Curriculum and Assessment Map template** and attach to this proposal.

Program Map* ☑ I have attached the Program Map/Sheet.
☐ N/A - I am not making changes to the program curriculum.

Assessment Plan* ☐ I have attached the Assessment Plan.
☑ N/A

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✔ icon in the Proposal Toolbox to make your decision.

Please download the **Curriculum and Assessment Map template** and attach to this proposal.

Program Map* ☑ I have attached the Program Map/Sheet.
☐ N/A - I am not making changes to the program curriculum.

Assessment Plan* ☐ I have attached the Assessment Plan.
☑ N/A

Individual Classes

NEW COURSE

COMM 2256: Film Form and Aesthetics

(2 Lecture Hours, 2 Lab Hours: 3 Credit Hours)

Description
A survey course designed to introduce film production students to the formal elements of film with the aim of creating scholar-practitioners able to intentionally employ the historical, aesthetic, and technical principles of film within their own creative work.

Rationale
This course is a new offering we are wanting to pilot as a way to provide our film production students with bespoke film analysis skills through the lens of production, with a view to making them more experienced and capable film practitioners. The class is also foundational to our plans for curriculum to be delivered at our Douglasville site at Great Point Studios.

MODIFY EXISTING COURSES

COMM 4451: Public Relations Writing

Replace COMM 3301 with COMM 3302 as the **prerequisite**.

Rationale:
As part of these changes, we have retooled COMM 3302 (previously "Public Affairs Reporting") to become "Writing Across Media." The new version will provide greater focus on writing requirements across media that are commonly used in the public relations industry, which will better prepare students for the upper-level COMM 4451 Public Relations Writing course and other advanced Public Relations courses.

COMM 3301: Fundamentals of Newswriting

Modify course Description

Present/BEFORE: Basic procedures and techniques for writing and reporting for media. Emphasis on news style and judgment as well as ethical and legal issues.

New Course Description: Students will learn what journalists do, how they do it, and how to do it themselves. The course investigates procedural, legal and ethical ramifications of newsgathering, introducing feature style methods and instructing students how to write news briefs and inverted pyramid stories for publication using AP style.

Rationale: These updates were made in the interest of making the classes more appealing for registering students. Dr. Sewell will confer with Joy Ginther from advising to explain these updates and how to better promote these classes to potential enrollees in the registration process.

COMM 4402: Feature Writing

Modify course Description

Present/BEFORE: Application and analysis of techniques for writing magazine and newspaper features and commentaries.

New Course Description: Application and analysis of feature writing techniques for arts and entertainment coverage, sports coverage, personality profiles, reviews and long-form journalism with an emphasis on AP style.

Rationale: These updates were made in the interest of making the classes more appealing for registering students. Dr. Sewell will confer with Joy Ginther from advising to explain these updates and how to better promote these classes to potential enrollees in the registration process.

COMM 3302: Writing Across Media(formerly Public Affairs Reporting)

(2 Lecture Hours, 2 Lab Hours: 3 Credit Hours)

Modify: Name, Description, Learning Outcomes, prerequisites

Remove COMM 3301 from prerequisite list.

Description
This foundational writing course explores writing for various media platforms and how it fits into an integrated and strategic communication plan. Students learn practical and foundational techniques used in producing ethical traditional, social, and digital media written content that promotes audience engagement and education, with a strong emphasis on adherence to journalism standards and Associated Press Style.

Rationale
COMM 3302 will serve as a skills-based course that will provide students with the foundational writing skills needed to write across various media, including traditional and new media platforms. A dedicated course can provide in-depth training in these areas and prepares students for the advanced required writing and public relations courses.

B.S. MASS COMMUNICATIONS with a concentration in:

Digital Media and Entertainment

<u>Choose 1</u>
COMM 3301 or COMM 3305 **or COMM 3302**

<u>Choose 1</u>
COMM 3351 or COMM 3352

<u>Choose 1</u>
COMM 4421R or COMM 4421T

COMM 3350
COMM 3355

<u>Choose 1</u>
COMM 3357 or COMM 4455 **or COMM 3356** or ~~COMM 3354~~

COMM 3354 now required

COMM 4456 *Digital Content Creation* now required

COMM 4454
COMM 4485

Rationale:
COMM 4456: (Digital Content Creation) In keeping with the importance of content creation among industry professionals within our discipline and its relevance to students' learning outcomes within the Digital Media & Entertainment concentration, DME faculty and leadership believe it is necessary to make COMM 4456 a required course for all DME majors.

COMM 3302: As part of the school's larger effort to create a writing course that addresses vital student learning outcomes and deficiencies in students' writing abilities, the Digital Media & Entertainment faculty and leadership believe it is appropriate to allow this new writing course to be an option alongside the two existing options for students' required writing course in the major (i.e., COMM 3301 and COMM 3305).

COMM 3354: Given the nature of COMM 3354 (Digital Social Media & Society) as central to the Digital Media & Entertainment concentration and its emphasis on emerging media skills that cut across a variety of entertainment-based media industries, DME faculty and leadership believe it is necessary to remove COMM 3354 as a 'major selects' option (as one of three possible courses that fulfills this requirement) to a required course for all DME majors.

Film & Video Production

COMM 3305
COMM 2256 (new Course offering)
COMM 3356
COMM 3353

Choose 2
COMM 4405 or COMM 4406 or COMM 4407 or COMM 4408 or COMM 4409

Choose 1
COMM 4425 or COMM 4452 or COMM 4452

COMM 4454
COMM 4485

Rationale: This course is a new offering we are wanting to pilot as way to provide our film production students with bespoke film analysis skills through the lens of production, with a view to making them more experienced and capable film practitioners. The class also supports our curricular plans for our curriculum to be delivered at our Douglasville site at Great Point Studios.

Journalism

COMM 3301

~~Choose 1~~
~~COMM 3302 or~~ COMM 4402

COMM 3352
COMM 4450

Choose 1
COMM 3303 or 4403

Choose 1
COMM 4421N or 4421T

COMM 4454
COMM 4485

Rationale: COMM 3302 has been re-imagined and no longer explicitly serves the learning outcomes for this degree program. Students may now take this class as an approved major elective.

Public Relations

~~COMM 3301~~
COMM 3302

COMM 3313
COMM 4414
COMM 4444
COMM 4451

COMM 4421 P - bluestone Practicum **OR COMM 4486 - Internship**

COMM 4454
COMM 4485

Rationale: This update to the requirements in the Public Relations Concentration is necessary to advance students' experiential learning, since both bluestone and internship add an experiential learning component to the concentration that was previously lacking (unless the practicum or internship were taken as electives).

B.S. Film & Video Production

Core F

3 credit hours: COMM 1154 – Intro to Mass Comm
6 credit hours: GFA 1000 or 1040
6 credit hours: FORL – Foreign Language (3 + 3)
3 credit hours: FILM 2080 – Intro to the Art of Film **OR** FILM 2100 – Hist & Theory of Film **OR COMM 2256** (new course offering).

School of Communication, Film, and Media

Program Map
Bachelor of Science in Mass Communications
Journalism

FALL 1	CREDITS	AREA
ENGL 1101 – English Comp I	3	A-1
Area C-1	3	C-1
Area B-2	2	B-2
Area D-1 + Lab	4	D-1
Area E-1	3	E-1
SEMESTER TOTAL	15	

Milestone:
- Complete ENGL 1101 – English Composition I; Required to earn C or higher.

	CREDITS	AREA
ENGL 1102 – English Comp II	3	A-1
MATH 1401 –Elementary Statistics OR MATH 1001 – Quantitative Skills & Reasoning OR Math 1111 – College Algebra	3	A-2
Area D-1	3	D-1
Area E-2	3	E-2
COMM 1110 – Public Speaking	3	F
SEMESTER TOTAL	15	

Milestones:
- Complete ENGL 1102 – English Composition II; Required to earn C or higher.
- Complete COMM 1110 – Public Speaking; Required to earn C or higher.
- Complete 30 credit hours by end of term, including credit hours earned previous terms.

FALL 2	CREDITS	AREA
Any Option EXCEPT COMM 1110 – Public Speaking	3	B-1
Any Option EXCEPT COMM 1154 – Intro to Mass Comm	3	C-2
Area D-2	3	D-2
Foreign Language 1000-2000	3	F
COMM 1154 Intro to Mass Comm	3	F
SEMESTER TOTAL	15	

Milestones:
- Complete first foreign language requirement.
- Complete COMM 1154 – Introduction to Mass Communications; Required to earn C or higher.

SPRING 2	CREDITS	AREA
POLS 1101 – American Government	3	E-3
Area E-4	3	E-4
Foreign Language 1000-2000	3	F
COMM 2254 – Media Ethics	3	F
Humanities or Social Sciences	3	F
SEMESTER TOTAL	15	

Milestones:
- Complete second foreign language requirement.
- Complete COMM 2254 – Media Ethics; Required to earn C or higher.
- Complete 60 credit hours by end of term, including credit hours earned previous terms.

Spring 1	CREDITS	AREA

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.
Updated 9/2021

FALL 3	CREDITS
COMM 3301 – Fundamentals of Newswriting	3
COMM 3303 – Layout & Design OR COMM 4403 – Photojournalism	3
Electives: *Must select COMM 3000-4000 level courses or courses from approved list.	6
Minor Course	3
SEMESTER TOTAL	15

Milestones:
- Complete COMM 3301 – Fundamentals of Newswriting.

SPRING 3	CREDITS
COMM 3352 – Fundamentals of TV Prod	3
COMM 4402 – Feature Writing	3
Elective Course(s): *Must select COMM 3000-4000 level course or course from approved list.	3-6
Minor Course	3-6
SEMESTER TOTAL	15

Milestones:
- Complete COMM 3352 – Fundamentals of Television Production.
- Complete 90 credit hours by end of term, including credit hours earned previous terms.

- Complete application form for the Accelerated Bachelor's to Master's Degree Program. (This should take place in the semester before the student earns 90 hours).
- Complete application for the M.S. in Digital and Social Media Communication and submit all required documents for admission.

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FALL 4	CREDITS
COMM 4450 – Broadcast News Writing & Reporting	3
COMM 4454 – Media Law Law or COMM 6654 - Digital and Social Media Communication Law (if using this for up to 6 hours of ABM credit)	3
Elective Course(s), *Must select COMM 3000-4000 level courses or courses from approved list.	6
Minor Course	3
SEMESTER TOTAL	15

Milestones:
- Complete COMM 4450 – Broadcast News Writing & Reporting.

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SPRING 4	CREDITS
COMM 4421N – Practicum: *The West Georgian* OR COMM 4421T – Practicum: WUTV	3
COMM 6600 - Digital and Social Media Communication Theories (if using this for up to 6 hours of ABM credit) AND/OR Elective Course(s) *Must select COMM 3000-4000 level course(s) OR course(s) from approved list; Complete 6 credit hours if minor requires 15 credit hours; complete 3 credit hours if minor requires 18 credit hours.	3-6
Minor Courses, Complete 6 credit hours if minor requires 15 credit hours, complete 9 credit hours if minor requires 18 credit hours.	3-6
COMM 4484 – Mass Comm Research Methods or COMM 6654 - Digital and Social Media Communication Law (if using this for up to 6 hours of ABM credit) AND/OR	3
SEMESTER TOTAL	15

Milestones:
- Complete COMM 4421N – Practicum: *The West Georgian* OR COMM 4421T – Practicum: WUTV.
- Complete a maximum of 12 credit hours of COMM 3000-4000 level courses to apply toward 18-21 credit hours of major electives.
- Complete 120 credit hours by end of term, including credit hours earned previous terms.

* For Mass Communications majors, 18-21 credit hours of COMM 3000-4000 level courses are required to apply toward major electives. Up to 6 credit hours of the 18-21 hours may be selected from the Approved Electives list, but this is not required. Majors may petition to apply alternative courses, including 1000-2000 level courses, as major electives that are relevant to their career aspirations by submitting requests and rationales to advisors. The Dean or Designee must approve all alternative courses.

Additionally, students may take up to 6 hours of internship (COMM 4486) for credit in their degree program, and students may take up to 6 credit hours of 3000-4000 level practica courses in their degree program. However, students may not exceed a total of 9 credit hours of internship and practica combined.

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.
Updated 9/2021

School of Communication, Film, and Media

Program Map
Bachelor of Science in Mass Communications
Public Relations

FALL 1	CREDITS	AREA
ENGL 1101 – English Comp I	3	A-1
Area C-1	3	C-1
Area B-2	2	B-2
Area D-1 + Lab	4	D-1
Area E-1	3	E-1
SEMESTER TOTAL	15	

Milestone:
- Complete ENGL 1101 – English Composition I; Required to earn C or higher.

Spring 1	CREDITS	AREA
ENGL 1102 – English Comp II	3	A-1
MATH 1401 –Elementary Statistics OR MATH 1001 – Quantitative Skills & Reasoning OR Math 1111 – College Algebra	3	A-2
Area D-1	3	D-1
Area E-2	3	E-2
COMM 1110 – Public Speaking	3	F
SEMESTER TOTAL	15	

Milestones:
- Complete ENGL 1102 – English Composition II; Required to earn C or higher.
- Complete COMM 1110 – Public Speaking; Required to earn C or higher.
- Complete 30 credit hours by end of term, including credit hours earned previous terms.

FALL 2	CREDITS	AREA
Any Option EXCEPT COMM 1110 – Public Speaking	3	B-1
Any Option EXCEPT COMM 1154 – Intro to Mass Comm	3	C-2
Area D-2	3	D-2
Foreign Language 1000-2000	3	F
COMM 1154 Intro to Mass Comm	3	F
SEMESTER TOTAL	15	

Milestones:
- Complete first foreign language requirement.
- Complete COMM 1154 – Introduction to Mass Communications; Required to earn C or higher.

SPRING 2	CREDITS	AREA
POLS 1101 – American Government	3	E-3
Area E-4	3	E-4
Foreign Language 1000-2000	3	F
COMM 2254 – Media Ethics	3	F
Humanities or Social Sciences	3	F
SEMESTER TOTAL	15	

Milestones:
- Complete second foreign language requirement.
- Complete COMM 2254 – Media Ethics; Required to earn C or higher.
- Complete 60 credit hours by end of term, including credit hours earned previous terms.

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.
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FALL 3	CREDITS
COMM 3302 – Writing Across Media	3
COMM 3313 – Public Relations Principles	3
Elective: *Must select COMM 3000-4000 level course <u>or</u> course from approved list.	3
Minor Courses	6
SEMESTER TOTAL	15

Milestones:
- Complete COMM 3302 – Writing Across Media.
- Complete COMM 3313 – Public Relations Principles.

SPRING 3	CREDITS
COMM 4414 – Public Relations Management	3
COMM 4451 – Public Relations Writing	3
Elective Course: *Must select COMM 3000-4000 level course <u>or</u> course from approved list.	3
Minor Course	6
SEMESTER TOTAL	15

Milestones:
- Complete COMM 4451 – Public Relations Writing.
- Complete COMM 4484 Mass Communications Research Methods.
- Complete 90 credit hours by end of term, including credit hours earned previous terms.

- Complete application form for the Accelerated Bachelor's to Master's Degree Program. (This should take place in the semester before the student earns 90 hours).
- Complete application for the M.S. in Digital and Social Media Communication and submit all required documents for admission.

FALL 4	CREDITS
COMM 4413 – Public Relations Cases	3
COMM 4444 ‡ – Public Relations Campaigns	0-3
Elective Course(s) *Must select COMM 3000-4000 level course(s) or course(s) from approved list. COMM 4421P ‡ - Practicum: *bluestone* Public Relations Firm	3-6
Minor Courses	6
COMM 4484 – Mass Comm Research Methods or COMM 6654 - Digital and Social Media Communication Law (if using this for up to 6 hours of ABM credit)	
SEMESTER TOTAL	15

Milestones:
- Complete COMM 4414 – Public Relations Management.
- Complete all pre-requisites before taking capstone course (COMM 4444 – Public Relations Campaigns), pre-requisites are COMM 3313 – Public Relations Principles, COMM 4414 – Public Relations Management, and COMM 4451 – Public Relations Writing.

*For Mass Communications majors, 18-21 credit hours of COMM 3000-4000 level courses are required to apply toward major electives. Up to 6 credit hours of the 18-21 hours may be selected from the Approved Electives list, but this is not required. Majors may petition to apply alternative courses, including 1000-2000 level courses, as major electives that are relevant to their career aspirations by submitting requests and rationales to advisors. The Dean or Designee must approve all alternative courses. Additionally, students may take up to 6 hours of internship (COMM 4486) for credit in their degree program, and students may take up to 6 credit hours of 3000-4000 level practica courses in their degree program. However, students may not exceed a total of 9 credit hours of internship and practica combined.

SPRING 4	CREDITS
COMM 4484 – Mass Comm Research Methods or COMM 6654 - Digital and Social Media Communication Law (if using this for up to 6 hours of ABM credit)	3
COMM 4444 ‡ – Public Relations Campaigns	0-3
COMM 6600 - Digital and Social Media Communication Theories (if using this for up to 6 hours of ABM credit) AND/OR Elective Courses *Must select COMM 3000-4000 level courses or courses from approved list; Complete 9 credit hours if minor requires 15 credit hours; complete 6 credit hours if minor requires 18 credit hours.	3-6
COMM 4421P ‡ - Practicum: *bluestone* Public Relations Firm OR COMM 4486 - Internship	
Minor Course, complete 3 credit hours if minor requires 18 credit hours.	0-3
SEMESTER TOTAL	15

Milestones:
- Complete a maximum of 12 credit hours of COMM 3000-4000 level courses to apply toward 18-21 credit hours of major electives.
- Complete 120 credit hours by end of term, including credit hours earned previous terms.
-

‡ Students should not take COMM 4421P – Practicum: *bluestone* Public Relations Firm and COMM 4444 Public Relations Campaigns during the same semester.

School of Communication, Film, and Media

Program Map: Accelerated Bachelors to Masters

Bachelor of Science in Mass Communications: Digital Media & Entertainment

FALL 1	CREDITS	AREA
ENGL 1101 – English Comp I	3	A-1
Area C-1	3	C-1
Area B-2	2	B-2
Area D-1 + Lab	4	D-1
Area E-1	3	E-1
SEMESTER TOTAL	15	

Milestone:
- Complete ENGL 1101 – English Composition I; Required to earn C or higher.

Spring 1	CREDITS	AREA
ENGL 1102 – English Comp II	3	A-1
MATH 1401 –Elementary Statistics OR MATH 1001 – Quantitative Skills & Reasoning OR Math 1111 – College Algebra	3	A-2
Area D-1	3	D-1
Area E-2	3	E-2
COMM 1110 – Public Speaking	3	F
SEMESTER TOTAL	15	

Milestones:
- Complete ENGL 1102 – English Composition II; Required to earn C or higher.
- Complete COMM 1110 – Public Speaking; Required to earn C or higher.
- Complete 30 credit hours by end of term, including credit hours earned previous terms.

FALL 2	CREDITS	AREA
Any Option EXCEPT COMM 1110 – Public Speaking	3	B-1
Any Option EXCEPT COMM 1154 – Intro to Mass Comm	3	C-2
Area D-2	3	D-2
Foreign Language 1000-2000	3	F
COMM 1154 Intro to Mass Comm	3	F
SEMESTER TOTAL	15	

Milestones:
- Complete first foreign language requirement.
- Complete COMM 1154 – Introduction to Mass Communications; Required to earn C or higher.

SPRING 2	CREDITS	AREA
POLS 1101 – American Government	3	E-3
Area E-4	3	E-4
Foreign Language 1000-2000	3	F
COMM 2254 – Media Ethics	3	F
Humanities or Social Sciences	3	F
SEMESTER TOTAL	15	

Milestones:
- Complete second foreign language requirement.
- Complete COMM 2254 – Media Ethics; Required to earn C or higher.
- Complete 60 credit hours by end of term, including credit hours earned previous terms.

FALL 3	CREDITS
COMM 3350 – Digital Media Industries	3
COMM 3351 – Radio & Audio Production OR COMM 3352 – Fundamentals of TV Production	3
COMM 3354 – Digital Social Media & Society Electives:	3
Minor Course	3
*Must select COMM 3000-4000 level courses or courses from approved list.	3
SEMESTER TOTAL	15

Milestones:
- Complete COMM 3350 – Digital Media Industries.
- Complete COMM 3351 – Radio & Audio Production OR COMM 3352 – Fundamentals of Television Production.

SPRING 3	CREDITS
COMM 3301 – Fundamentals of Newswriting OR COMM 3302 Writing Across Media OR 3305 – Short-Form Screenwriting & Analysis	3
COMM 3355 – Media Programming & Management OR Course Elective	3
COMM 4456 - Digital Content Creation	3
Minor Course	3
Elective Course(s)	3
SEMESTER TOTAL	15

Milestones:
- [α] If unable to enroll in COMM 3355 – Media Programming and Management in Year 3, take 6 elective course credits instead of 3 credits in Year 3, Term 2.
- Complete Writing Foundation course: COMM 3301 or 3302 or 3305.
- Complete 90 credit hours by end of term, including credit hours earned previous terms.
- Complete application form for the Accelerated Bachelor's to Master's Degree Program. (This should take place in the semester before the student earns 90 hours).
- Complete application for the M.S. in Digital and Social Media Communication and submit all required documents for admission.

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.
Updated 9/2021

FALL 4	CREDITS
COMM 4484 – Mass Comm Research Methods or COMM 6684 - Research Methods in Digital and Social Media Communication (if using this for up to 6 hours of ABM credit)	3
COMM 4421R – Practicum: The WOLF Internet Radio OR COMM 4421T – Practicum: WUTV	3
COMM 3355 – Media Programming and Management OR Elective Course(s), *Must select COMM 3000-4000 level courses OR courses from approved list.	3-6‡
Minor Course	3
SEMESTER TOTAL	15

Milestones:
- ‡ If COMM 3355 – Media Programming and Management not completed in Year 3, complete course in Year 4, Term1 with one Elective Course. If COMM 3355 completed in Year 3, complete 6 credits of elective courses.
- Complete COMM 4421R – Practicum: The WOLF Internet Radio OR COMM 4421T – Practicum: WUTV.

SPRING 4	CREDITS
COMM 4454 – Media Law or COMM 6654 - Digital and Social Media Communication Law (if using this for up to 6 hours of ABM credit)	3
COMM 6600 - Digital and Social Media Communication Theories (if using this for up to 6 hours of ABM credit) AND/OR Elective Course(s) *Must select COMM 3000-4000 level course(s) from approved list; Complete 6 credit hours if minor requires 15 credit. hours; complete 3 credit hours if minor requires 18 credit hours.	3-6
Minor Courses, Complete 6 credit hours if minor requires 15 credit hours, complete 9 credit hours if minor requires 18 credit hours.	6-9
SEMESTER TOTAL	15

Milestones:
- Complete a maximum of 12 credit hours of COMM 3000-4000 level courses to apply toward 18-21 credit hours of major electives.
- Complete 120 credit hours by end of term, including credit hours earned previous terms.

* For Mass Communications majors, 18-21 credit hours of COMM 3000-4000 level courses are required to apply toward major electives. Up to 6 credit hours of the 18-21 hours may be selected from the Approved Electives list, but this is not required. Majors may petition to apply alternative courses, including 1000-2000 level courses, as major electives that are relevant to their career aspirations by submitting requests and rationales to advisors. The Dean or Designee must approve all alternative courses.

Additionally, students may take up to 6 hours of internship (COMM 4486) for credit in their degree program, and students may take up to 6 credit hours of 3000-4000 level practica courses in their degree program. However, students may not exceed a total of 9 credit hours of internship and practica combined.

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.
Updated 9/2021

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School of Communication, Film, and Media

Program Map
Bachelor of Science in Mass Communications
Film & Video Production

FALL 1	CREDITS	AREA
ENGL 1101 – English Comp I	3	A-1
Area C-1	3	C-1
Area B-2	2	B-2
Area D-1 + Lab	4	D-1
Area E-1	3	E-1
SEMESTER TOTAL	15	

Milestone:
- Complete ENGL 1101 – English Composition I; Required to earn C or higher.

Spring 1	CREDITS	AREA
ENGL 1102 – English Comp II	3	A-1
MATH 1401 –Elementary Statistics OR MATH 1001 – Quantitative Skills & Reasoning OR Math 1111 – College Algebra	3	A-2
Area D-1	3	D-1
Area E-2	3	E-2
COMM 1110 – Public Speaking	3	F
SEMESTER TOTAL	15	

Milestones:
- Complete ENGL 1102 – English Composition II; Required to earn C or higher.
- Complete COMM 1110 – Public Speaking; Required to earn C or higher.
- Complete 30 credit hours by end of term, including credit hours earned previous terms.

FALL 2	CREDITS	AREA
Any Option EXCEPT COMM 1110 – Public Speaking	3	B-1
Any Option EXCEPT COMM 1154 – Intro to Mass Comm	3	C-2
Area D-2	3	D-2
Foreign Language 1000-2000	3	F
COMM 1154 Intro to Mass Comm	3	F
SEMESTER TOTAL	15	

Milestones:
- Complete first foreign language requirement.
- Complete COMM 1154 – Introduction to Mass Communications; Required to earn C or higher.

SPRING 2	CREDITS	AREA
POLS 1101 – American Government	3	E-3
COMM 2256 - Film Form and Aesthetics	3	
Foreign Language 1000-2000	3	F
COMM 2254 – Media Ethics	3	F
Humanities or Social Sciences	3	F
SEMESTER TOTAL	15	

Milestones:
- Complete second foreign language requirement.
- Complete COMM 2254 – Media Ethics; Required to earn C or higher.
- Complete 60 credit hours by end of term, including credit hours earned previous terms.

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Updated 9/2021

FALL 3	CREDITS
COMM 3305 – Short-Form Screenwriting & Analysis	3
COMM 3353 – Fund of Film & Video Prod	3
COMM 3356 – Film and Culture	3
Elective Course: *Must select COMM 3000-4000 level course OR course from approved list.	3
Minor Course	3
SEMESTER TOTAL	15

Milestones:
- Complete COMM 3305 – Short-Form Screenwriting & Analysis.
- Complete COMM 3353 – Fundamentals of Film & Video Production.

FALL 4	CREDITS
COMM 4405 – Sound Design OR COMM 4406 –Cinematography OR COMM 4407 – Film & Video Editing OR COMM 4408 - Producing for Film & Video OR COMM 4409 - Directing for Film & Video Production (2 of these are required to graduate)	0-3
COMM 4484 – Mass Comm Research Methods or COMM 6684 - Research Methods in Digital and Social Media Communication (if using this for up to 6 hours of ABM credit)	3
Minor Course	6
Elective Course(s): *Must select COMM 3000-4000 level course(s) OR course(s) from approved list.	3-6
SEMESTER TOTAL	15

Milestones:
- Complete 2 of the following 3 classes by the end of this semester:
  - COMM 4405 – Sound Design
  - COMM 4406 – Digital Cinematography & Image Design
  - COMM 4407 – Film & Video Post-Production

SPRING 3	CREDITS
COMM 4405 – Sound Design OR COMM 4406 –Cinematography OR COMM 4407 – Film & Video Editing OR COMM 4408 - Producing for Film & Video OR COMM 4409 - Directing for Film & Video Production (2 of these are required to graduate)	3-6
Elective Course(s): *Must select COMM 3000-4000 level course OR course from approved list.	3
Minor Course	3
Area E-4	E-4
SEMESTER TOTAL	15

Milestones:
- Complete 90 credit hours by end of term, including credit hours earned previous terms.

- Complete application form for the Accelerated Bachelor's to Master's Degree Program. (This should take place in the semester before the student earns 90 hours).
- Complete application for the M.S. in Digital and Social Media Communication and submit all required documents for admission.

SPRING 4	CREDITS
COMM 4454 – Media Law or COMM 6654 - Digital and Social Media Communication Law (if using this for up to 6 hours of ABM credit)	3
COMM 4425 – Documentary Production Practices OR 4426 – Fiction Film Production OR 4452 – Advanced Film & Video Production	3
COMM 6600 - Digital and Social Media Communication Theories (if using this for up to 6 hours of ABM credit) AND/OR Elective Course(s) *Must select COMM 3000-4000 level course(s) from approved list; Complete 6 credit hours if minor requires 15 credit hours; complete 3 credit hours if minor requires 18 credit hours.	3-6
Minor Courses, Complete 6 credit hours if minor requires 15 credit hours, complete 9 credit hours if minor requires 18 credit hours.	6-9
SEMESTER TOTAL	15

Milestones:
- Complete a maximum of 12 credit hours of COMM 3000-4000 level courses to apply toward 18-21 credit hours of major electives.
- Complete 120 credit hours by end of term, including credit hours earned previous terms.

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Updated 9/2021

* For Mass Communications majors, 18-21 credit hours of COMM 3000-4000 level courses are required to apply toward major electives. Up to 6 credit hours of the 18-21 hours may be selected from the Approved Electives list, but this is not required. Majors may petition to apply alternative courses, including 1000-2000 level courses, as major electives that are relevant to their career aspirations by submitting requests and rationales to advisors. The Dean or Designee must approve all alternative courses.

Additionally, students may take up to 6 hours of internship (COMM 4486) for credit in their degree program, and students may take up to 6 credit hours of 3000-4000 level practica courses in their degree program. However, students may not exceed a total of 9 credit hours of internship and practica combined.

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Addendum III

READ - 7201 - Teacher as Language and Literacy Leader

2024-2025 Graduate Revise Course Request

General Information

Welcome to the University of West Georgia's curriculum management system.

Your **PIN** is required to complete this process. For help on accessing your PIN, please visit here.

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit **UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs** for more information.

If you have any questions, please email curriculog@westga.edu.

Proposed Modifications (Check all that apply)*
- ☐ Course Title
- ☐ Prerequisites/Co-requisites
- ☐ Cross-listing
- ☐ Catalog Description
- ☑ Credit Hours
- ☐ Student Learning Outcomes
- ☐ Restrictions
- ☐ Frequency of Course Offering
- ☐ Grading Structure
- ☐ Course Fee
- ☐ Repeat for Credit
- ☐ Other

If other, please identify.

Desired Effective Semester* `Spring`   **Desired Effective Year** * `2024`

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department *   `Department of Literacy and Special Education`

Is this a School of Nursing or School of Communication, Film and Media course?*   ○ Yes   ● No

Is this a College of Education course?*   ● Yes   ○ No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below.*   ● Yes   ○ No

[List of Faculty Senate Action and Information Items](#)

Course Information

NOTE: The fields below are imported from the catalog. **Edits must be made in these fields in order for the changes to be updated correctly in the catalog.**

Course Prefix (cannot be modified. Must add/delete course)
Course Number (cannot be modified. Must add/delete course)
Course Title
Course Type (do not modify)
Catalog Course Description
Prerequisites/Corequisites
Frequency
Grading
Credit Hours
Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix* `READ`　　　　　　　　　　　　**Course Number*** 7201

Course Title* Teacher as Language and Literacy Leader

Long Course Title

Course Type - DO NOT EDIT* `Reading`

Catalog Course Description* This course is designed for candidates to showcase their proficiencies in language and literacy teaching, learning, and leadership. Students demonstrate their skills as future literacy professionals and teacher leaders through designing and presenting a comprehensive professional learning project.

Prerequisites * N/A

Corequisites* N/A

Frequency - How many semesters per year will this course be offered? `3`　　　　　　　**Grading** `Graduate Standard Letter`

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please, be sure to include minimum and maximum values in each box.

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program proposal will need to be submitted.

Lec Hrs 3

Credit Hrs 3

Lab Hrs 0

Status* ● Active-Visible　　　○ Inactive-Hidden

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing
Restrictions
Repeat for Credit

Cross-listing

Restrictions

Can a student take this course multiple times, each attempt counting separately toward graduation?* ☐ Yes　☑ No　　　　**If yes, indicate maximum number of credit hours counted toward graduation.*** N/A

Justification and Assessment

What is the rationale for the requested course changes?* READ 7201 was not intended as a variable credit course. The recent offering of variable credit hours led to an oversight where several students only registered for 1 credit hour, causing potential discrepancies in academic records and challenges in meeting degree requirements. Adopting a fixed 3 credit hour designation will simplify administrative processes by preventing potential issues in the future and adequately reflecting the course's workload and academic rigor. This shift to a fixed 3 credit hour structure will uphold the consistency, quality, and

integrity of the course and eliminate potential administrative challenges and confusion for students.

If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format. N/A

<u>**REQUIRED ATTACHMENTS**</u>

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking [+] in the top right corner.

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as <u>**one**</u> document.

Please ensure it's the correct syllabus (e.g., **correct course prefix and number,** course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: **http://www.westga.edu/UWGSyllabusPolicies/**

Syllabus* ☐ I have attached the syllabus.
☑ N/A

Resources and Funding

Planning Info* ⦿ Library Resources are Adequate
○ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30 students per semester

Are you making changes to the special fees or tuition that is required for this course?* ☐ Yes ☑ No

If yes, what will the fee be?* N/A

Fee Justification* N/A

Administrative Use Only - DO NOT EDIT

Course ID* 47021

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✓ icon in the Proposal Toolbox to make your decision.

Ed. D. In School Improvement
College of Education
Advisement Sheet

Student Name: _____ Student ID: _____

Date Program Start: (Semester/Year): _____ Cohort: _____

COURSE	HR	GR	COURSE	HR	GR
Core Content School Improvement	**18**		**Research**	**12**	
EDSI 9923 The Culturally Proficient Leader			EDSI 9960 Research Design		
EDSI 9925 Policy Analysis for School Improvement			EDSI 9961 Quantitative Methods		
EDSI 9933 Leadership for Change			EDSI 9962 Qualitative Methods		
EDSI 9941 Organizational Theories and School Improvement			EDSI 9171 Program Evaluation		
EDSI 9942 Advanced Instructional Practices to Improve Schools					
EDSI 9943 Advanced Principles of School Improvement					
Elective (Select any one)	**3**				
• EDLE 8304 Leadership for Organizational Change • EDLE 8305 Effective Management • EDLE 8306 Instructional Leadership • EDLE 8312 School Finance • EDLE 8324 Ethics in Educational Leadership • EDLE 8329 School Leadership in a Pluralistic & Diverse Society • CEPD 8102 Lifespan Human Development • MEDT 8461 Diffusion of Innovations • MEDT 8463 Issues in Instructional Technology • ECSE 7560 Contemporary Issues in Education • ECED 7273 Family/Community Involvement for School Improvement • CEPD 8194 Mixed Methods Analysis • Or any other approved 7000 or above course					
Doctoral Seminar	**3**		**Area of Concentration (AoC)**	**15**	
EDSI 9901 Doctoral Seminar					
Dissertation	**9**				
EDSI 9998 Research for Doctoral Dissertation					
			Total Program:	**60**	

Program Notes:
1. Courses in the (AoC) Area of Concentration (15 hours) may be taken at designated times during the plan of studies.
2. Up to15 credit hours of post-Masters' coursework may be transferred in for doctoral credit in the Area of Concentration and hours may be taken after admission to candidacy and with the approval of the advisor.

Rev (8/2023)

Begins Summer 2019
Ed. D. In School Improvement
College of Education
Advisement Sheet

Student Name: _____   Student ID: _____

Date Program Start: (Semester/Year): _____   Cohort: _____

COURSE	HR	GR	COURSE	HR	GR
Core Content School Improvement	**18**		**Research**	**12**	
EDSI 9923 The Culturally Proficient Leader			EDSI 9960 Research Design		
EDSI 9925 Policy Analysis for School Improvement			EDSI 9961Quantitative Methods		
EDSI 9933 Leadership for Change			EDSI 9962 Qualitative Methods		
EDSI 9941 Organizational Theories and School Improvement			EDSI 9171 Program Evaluation		
EDSI 9942 Advanced Instructional Practices to Improve Schools					
EDSI 9943 Advanced Principles of School Improvement					
Elective (Select any one)	**3**				
• EDLE 8304 Leadership for Organizational Change • EDLE 8305 Effective Management • EDLE 8306 Instructional Leadership • EDLE 8312 School Finance • EDLE 8324 Ethics in Educational Leadership • EDLE 8329 School Leadership in a Pluralistic & Diverse Society • CEPD 8102 Lifespan Human Development • MEDT 8461 Diffusion of Innovations • MEDT 8463 Issues in Instructional Technology • ECSE 7560 Contemporary Issues in Education • ECED 7273 Family/Community Involvement for School Improvement • CEPD 8194 Mixed Methods Analysis • Or any other approved 7000 or above course					
Doctoral Seminar	**3**		**Area of Concentration (AoC)**	**15**	
EDSI 9901 Doctoral Seminar					
Dissertation	**9**				
EDSI 9998 Research for Doctoral Dissertation					
			Total Program:	**60**	

Program Notes:
1. Courses in the (AoC) Area of Concentration (15 hours) may be taken at designated times during the plan of studies.
2. Up to12 credit hours of post-Masters' coursework may be transferred in for doctoral credit in the Area of Concentration and hours may be taken after admission to candidacy and with the approval of the advisor.

Rev (2/2019)

School Improvement, Ed.D.

2024-2025 Graduate Revise Program Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Your **PIN** is required to complete this process. For help on accessing your PIN, please visit here.

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit **UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs** for more information.

If you have any questions, please email curriculog@westga.edu.

CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM

Modifications (Check all that apply)*
- ☐ Program Name
- ☐ Track/Concentration
- ☐ Catalog Description
- ☐ Degree Name
- ☐ Program Learning Outcomes
- ☑ Program Curriculum
- ☐ Other

If other, please identify.

Desired Effective Semester* `Spring`   **Desired Effective Year*** `2024`

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department * `Department of Leadership, Research, and School Improvement`

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ◉ No

Is this a College of Education Program?* ◉ Yes ○ No

Is this change a Senate ACTION and/or INFORMATION item? Please refer to the link below.* ◉ Yes ○ No

List of Faculty Senate Action and Information Items

Program Information

Select *Program* below, unless revising an Acalog *Shared Core*.

Type of Program* ◉ Program
○ Shared Core

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name
Program Description

Program Name* School Improvement, Ed.D.

Program ID - DO NOT EDIT* 4079

Program Code - DO NOT EDIT

Program Type* [Doctorate]

Degree Type* [Doctorate in Education]

Program Description* The Doctor of Education in School Improvement Program offers a unique opportunity for educators looking for an interdisciplinary, inquiry-based doctoral program that prepares graduates to become change agents in the PK - 12 schools they serve. Coursework is offered 100% online.

Status* ⦿ Active-Visible   ◯ Inactive-Hidden

Program Location* [Online]

Curriculum Information

Prospective Curriculum*

Program Overview

The mission of the Doctor of Education in School Improvement Program is to develop, support, and encourage educational leaders as scholarly practitioners prepared to initiate and lead systematic and sustainable improvement in PK - 12 schools.

It is the goal of our program and its faculty that our graduates:

Develop a strong knowledge base on theories and practices in PK - 12 educational leadership, instruction, and applied research.

Effectively engage and influence stakeholders with a common purpose towards PK - 12 school improvement.

Conduct research that can be applied to initiate and sustain PK - 12 school improvement.

Lead evidence-based research efforts to promote and increase equitable student learning and development for all students.

The program requires 60 credit hours. The program may be completed in three years; however, many students require four years or more to complete the program of study.

Application Process

Admission to the Doctor of Education in School Improvement Program is highly competitive. Each spring and summer, all timely and complete applications meeting the minimum recommended requirements are thoroughly reviewed by several faculty members. All applicants, including previous UWG students, must complete all steps of the application process as outlined below. Only completed applications received by the deadline will be considered.

Complete the online application for graduate admissions. You must identify your Area of Concentration on the application. The online application requires a $40.00 non-refundable application fee.

All applicants must have earned a Master's degree from a regionally or nationally accredited institution.

A cumulative minimum graduate grade point average (GPA) of 3.0 on a 4.0 scale is required for all graduate coursework.

Vitae: A vitae listing education and employment history, experience with school improvement, and awards and recognitions. Provide your current and complete contact information, including an active email address. Also, include the contact information for three professional references.

Official Transcripts: Request official transcripts from degree-granting institutions for undergraduate and graduate work. Place the transcripts in this packet in their original, sealed envelopes (it cannot be treated as official if it has been opened). Or the university may send e-scripts to graduate@westga.edu.

Essay: Complete a 750-1,000 word essay that uses scholarly literature (e.g., research articles) to connect your experience with school improvement and your professional goals with the body of research related to the topic. Explain how research has informed your professional practice and what outcomes you believe are possible when implementing effective school improvement practices. Please write your essay in APA, 7th edition format, including citations and a reference list.

Writing Sample: Submit previously written work (5-10 pages in length) that you feel demonstrates your writing abilities. Written work can include papers from graduate degree work or work reports.

International applicants must follow procedures and timelines of the UWG International Student Admissions and Programs Office (ISAP).

Finalists may be selected for a telephone or virtual interview.

Transfer of Credits

In this 60 credit-hour program, the core 45 credit-hours must be taken at UWG as per the student's program of study. A maximum of 15 semester hours of graduate credit for area of concentration courses may be transferred from another accredited institution or applied from previous coursework at the University of West Georgia, subject to the following conditions:

work must have been completed within seven years of the date of admission to the Ed.D. degree program;

work must have been applicable toward a graduate degree at the institution where the credit was earned;

the coursework must be approved by the Ed.D. Director.

courses must have been taken post Master's degree; (normally 7000 level courses or above)

the courses must meet the thematic requirements for the AoC; and

a grade of B or higher must have been earned in the coursework.

AoC (Area of Concentration)

The Area of Concentration (or AoC) in the School Improvement program provides a specialized, thematic concentration to the student's studies. Made up of 15 credit hours of electives and the student's dissertation, the AoC comprises a student's focus within the program. Specific AoC's are developed in conjunction with various departments within the College of Education at the University of West Georgia. Currently, the available AoC's include:

English to Speakers of Other Languages (ESOL)

Elementary Education

Educational Leadership

Instructional Technology

K-12 Online Learning

Media Specialist

Reading

School Counseling

Special Education (General Curriculum)

For Georgia Students only

The Doctor of Education in School Improvement Degree is approved by the Georgia PSC for a certificate upgrade for students who enter the program with Georgia certification in Educational Leadership, English to Speakers of Other Languages, Elementary Education, Instructional Technology, K-12 Online Learning, Media Specialist, Reading, School Counseling, and/or Special Education General Curriculum.

The following conditions/restrictions apply:

The student must enter the program with the qualifying certification area already on their Georgia certificate as a clear renewable field,

The student must select the applicable, qualifying certification area as their minimum 15-hour Area of Concentration. In order to receive a certification upgrade as a part of the Ed.D. in School Improvement, the hours must be taken at UWG as a part of this degree program,

Educational Leadership students must meet the specific position requirements, and

The program does not lead to initial certification.

It is the responsibility of the applicant/student to check the upgrade possibilities at the GAPSC Certificate Upgrade Advisor.

General Academic Standards

Graduate students must maintain a cumulative grade point average of 3.0 or higher to remain in Good Academic Standing. Students must be in Good Academic Standing to be eligible to graduate and admission to candidacy. Student's must also maintain good standing on major program assessments, or will face intervention and consequences.

A student will be dismissed from the program if he or she earns two C's, one F or two U's in dissertation hours, or a combination of a C in coursework and a U in dissertation hours.

Academic Standing

In addition to the University of West Georgia academic requirements, the Doctor of School Improvement Program uses a student review process to monitor student progress within the Ed.D. program.

Each student is reviewed regularly regarding the following:

Academic progress and standards,

Ethical, legal, and professional standards and performance in the program, and

Progress on major program assessments.

Students not performing at the required level, not making significant progress toward completion of the dissertation, or judged to be in noncompliance with the ethical, legal, and professional standards of the program will be notified, and may face action which includes but is not limited to completing a Student Development Plan, placement on academic or other probation, or dismissal from the program.

Program of Study

Core Content School Improvement (18 hours):

EDSI 9923 The Culturally Proficient Leader: Building Inclusive Environments
EDSI 9925 Policy Analysis for School Improvement
EDSI 9933 Leadership for Change
EDSI 9941 Organizational Theories and School Improvement
EDSI 9942 Advanced Instructional Practices to Improve Schools
EDSI 9943 Advanced Principles of School Improvement

Elective (Select any one) (3 hours):

EDLE 8304 Leadership for Organizational Change and Improvement
EDLE 8305 Effective Management to Promote Student Learning
EDLE 8306 Instructional Leadership for Improving
EDLE 8312 School Finance and Resource Management
EDLE 8324 Ethical Leadership in Education
EDLE 8329 Leadership for Equity and Excellence
CEPD 8102 Lifespan Human Development
MEDT 8461 Diffusion of Innovations
MEDT 8463 Issues in Instructional Technology
MEDT 8465 Human Performance Improvement
ECSE 7560 Contemporary Issues in Education
ECED 7273 Family/Community Involvement for School Improvement
CEPD 8194 Research: Mixed Methods Analysis
[After] Or any other approved 7000 or above course

Research (12 hours):

EDSI 9960 Research Design
EDSI 9961 Quantitative Research Methods
EDSI 9962 Qualitative Research Methods
EDSI 9171 Program Evaluation

Doctoral Seminar (3 hours):

EDSI 9901 Doctoral Seminar

Dissertation (9 hours):

EDSI 9998 Research for Doctoral Dissertation

Area of Concentration (AoC) (15 hours)

Total Program: 60 hours

Program Notes:

1. Courses in the (AoC) Area of Concentration (15 hours) may be taken at designated times during the plan of studies.

2. Up to 15 credit hours of post-Masters' coursework may be transferred in for doctoral credit in the Area of Concentration and hours may be taken after admission to candidacy and with the approval of the advisor.

3. Additional program policies are outlined on the School Improvement Doctoral Program website.

PROGRAM CURRICULUM

IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, <u>DO NOT</u> PROCEED. Contact curriculog@westga.edu for further instruction.

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. **Please click here for a video demonstration on how to build your program curriculum.**

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

In order to delete courses that you are removing the courses from you program, please follow these steps:

First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the ✖ and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the ✖ and proceed.

Step 2 - Adding New Courses

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the ⬇ icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on ☰ "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Justification and Assessment

Rationale* After consultation with the COE Dean's Office, the program, and the Graduate School, we would like to increase the number of credits students can apply to transfer into the program from 12 (currently) to 15 - to be counted towards the area of concentration only (see updated advisement program of study sheet attached).

The proposed change aligns with the graduate transfer credit policy in the 2023-2024 Graduate Catalog. That policy allows transfer credit to contribute up to 25% of a graduate program, which would be 15 credit hours for the 60 credit hour School Improvement EdD

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

SACSCOC Substantive Change

Please review **SACSCOC Substantive Change Considerations for Curriculum Changes**
Send questions to **kgwaltney@westga.edu**

Please select all that apply.* ☐ This change affects 25-49% of the program's curriculum content.

☐ This change affects 25-49% of the program's length/credit hours.

☐ This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.

☐ This change affects 50% or more of the program's curriculum content.

☐ This change affects 50% or more of the program's length/credit hours.

☐ This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.

☑ None of these apply

Check all that apply to this ☐ Significant departure from previously approved programs
program* ☐ New instructional site at which more than 50% of program is offered

☐ Change in credit hours required to complete the program

☑ None of these apply

SACSCOC Comments

REQUIRED ATTACHMENTS

ATTACH the the following required documentsl by navigating to the Proposal Toolbox and clicking 🔳 in the top right corner.

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from _here_, and upload.

Make sure to upload the new program sheet that reflects these changes. When uploading both the old and new program for reference, please ensure that you distinctly mark them and upload as **one** document.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the **Academic Assessment Plan/Reporting template** and attach to this proposal.

4.) Curriculum Map Assessment

Please download the **Curriculum and Assessment Map template** and attach to this proposal.

Program Map* ☑ I have attached the Program Map/Sheet.

☐ N/A - I am not making changes to the program curriculum.

Assessment Plan* ☐ I have attached the Assessment Plan.

☑ N/A

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✔ icon in the Proposal Toolbox to make your decision.

Applied Business Analytics, M.S.

2024-2025 Graduate Revise Program Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

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If you have any questions, please email curriculog@westga.edu.

CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM

Modifications (Check all that apply)*
- ☐ Program Name
- ☑ Track/Concentration
- ☐ Catalog Description
- ☐ Degree Name
- ☐ Program Learning Outcomes
- ☐ Program Curriculum
- ☐ Other

If other, please identify.

Desired Effective Semester* `Fall`   **Desired Effective Year*** `2024`

Routing Information

Routes cannot be changed after a proposal is launched.

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Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department * `Richards College of Business` `Department of Economics`

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ● No

Is this a College of Education Program?* ○ Yes ● No

Is this change a Senate ACTION and/or INFORMATION item? Please refer to the link below.* ● Yes ○ No

List of Faculty Senate Action and Information Items

Program Information

Select *Program* below, unless revising an Acalog *Shared Core*.

Type of Program* ● Program
○ Shared Core

154

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name
Program Description

Program Name* Applied Business Analytics, M.S.

Program ID - DO NOT EDIT* 4138

Program Code - DO NOT EDIT

Program Type* [Master's]

Degree Type* [Master of Science]

Program Description* The MS in Applied Business Analytics at UWG will equip students with the advanced analytical skills needed to succeed in a data driven world. The program will train students in the fundamentals of business intelligence and data analytics and prepare them for jobs as business analysts, business intelligence analysts, data analysts, data engineers, data scientists, data visualization specialists, econometricians, forecasters, and other related positions. Students in the program will learn programming skills, data management skills, and modern statistical methods in a collaborative, project-intensive, hands-on environment. After completing the degree, students will: -be familiar with various programming languages, including Python, R, SAS base 9.4, and SQL, and be proficient in at least one of them -be familiar with various data visualization packages, including SAS Visual Analytics, Tableau, PowerBI, and JMP, and be proficient in at least one of them -be able to perform advanced data analysis and apply modern statistical techniques to solve business problems using large datasets, -be able to communicate data problems and statistical models and results in a professional business manner, and -understand ethical and legal concerns of working with data.

Learning Outcomes:
Demonstrate proficiency in a business intelligence application.

Demonstrate proficiency in a data visualization package.

Apply modern data analytical techniques to address real world problems in industry.

Communicate effectively and professionally with data.

Understand ethical and legal concerns of working with data.

Status* ● Active-Visible   ○ Inactive-Hidden

Program Location* [Carrollton] [Online]

Curriculum Information

Prospective Curriculum*

Graduate Coursework (30 Credit Hours)

Students in the MS in Applied Business Analytics will complete five (5) core courses. Students who choose the Healthcare Analytics, Sports analytics, or Data Intelligence tracks must take four courses within their track and one at-large approved elective from any track. Students who choose the General track must take two courses within the track and three at-large electives from any track.

Required Core Courses (15 Credit Hours)

CISM 5390 Business Intelligence and Data Mining
ECON 5208 Business Analytics Programming
ECON 5408 Advanced Visual Analytics
ECON 5475 Applied Econometrics and Analytics
ECON 6450 Managerial Economics

Data Intelligence Track (15 Credit Hours)

Students will complete MKTG6868, ECON6430, choose two from the remaining courses in the Data Intelligence Track and one at-large elective from any track.

ECON 6428 Retail Analytics
ECON 6430 Business Forecasting
MGNT 6604 Production and Operations Management Fundamentals with Quantitative Applications
MGNT 6684 Management Internship
MKTG 6850 Analytical Methods in Marketing
MKTG 6868 Marketing Models
CISM 5330 Enterprise Architecture

Health Care Analytics Track (15 Credit Hours)

Students will complete ECON5415, NURS6115, choose two from the remaining courses in the Health Care Analytics Track and one at-large elective from any track.
.

ECON 5415 Healthcare Analytics
ECON 6415 Healthcare Economics
ECON 6430 Business Forecasting
MGNT 6684 Management Internship
NURS 6104 Scholarly Inquiry and Data Analysis in Nursing
NURS 6109 Informatics, Technology, and Healthcare Outcomes
NURS 6115 The Business of Healthcare: Financial and Economic Evidence

Sports Analytics Track (15 Credit Hours)

Students will complete SPMG6300, SPMG6310, choose two from the remaining courses in the Sports Analytics Track and one at-large elective from any track.

ECON 6430 Business Forecasting
ECON 6460 Economics of Sports
MGNT 6684 Management Internship
SPMG 6300 Intro to Sport Analytics
SPMG 6310 Big Data & Stat Analysis Sport
SPMG 6320 Analytics in Sport Business
SPMG 6330 Applied Network Analysis Sport

General Business Track (15 Credit Hours)

Students will choose two courses from the General Track and three at-large electives from any track.

ECON 5415 Healthcare Analytics
ECON 6430 Business Forecasting

MKTG 6868 Marketing Models
NURS 6115 The Business of Healthcare: Financial and Economic Evidence

SPMG 6300 Intro to Sport Analytics
SPMG 6310 Big Data & Stat Analysis Sport

PROGRAM CURRICULUM

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Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

In order to delete courses that you are removing the courses from you program, please follow these steps:

First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the **X** and proceed.

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For courses already in the catalog, click on "Import Course" and find the courses needed.

For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on ☰ "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Justification and Assessment

Rationale* Currently the MS in Applied Business Analytics is set up so that students can specialize in the Data Intelligence track, Healthcare track, or Sports track. All students must take five core courses, four track specific courses and an elective. There is no provision for someone who wants a general Business Analytics degree using courses from multiple tracks. The General Business Track proposed consists of the five core courses, any two of any tracks "must take" courses and three electives from any of the tracks. This change also provides flexibility for students whose interests change over the course of study as well as those who wish to complete the degree in a short time period.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

SACSCOC Substantive Change

Please review **SACSCOC Substantive Change Considerations for Curriculum Changes**
Send questions to **kgwaltney@westga.edu**

Please select all that apply.* ☐ This change affects 25-49% of the program's curriculum content.
☐ This change affects 25-49% of the program's length/credit hours.
☐ This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
☐ This change affects 50% or more of the program's curriculum content.
☐ This change affects 50% or more of the program's length/credit hours.
☐ This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
☑ None of these apply

Check all that apply to this program* ☐ Significant departure from previously approved programs
☐ New instructional site at which more than 50% of program is offered
☐ Change in credit hours required to complete the program
☑ None of these apply

SACSCOC Comments

REQUIRED ATTACHMENTS

ATTACH the the following required documentsl by navigating to the Proposal Toolbox and clicking [icon] in the top right corner.

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from _here_, and upload.

Make sure to upload the new program sheet that reflects these changes. When uploading both the old and new program for reference, please ensure that you distinctly mark them and upload as **one** document.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the **Academic Assessment Plan/Reporting template** and attach to this proposal.

4.) Curriculum Map Assessment

Please download the **Curriculum and Assessment Map template** and attach to this proposal.

Program Map* ☑ I have attached the Program Map/Sheet.
☐ N/A - I am not making changes to the program curriculum.

Assessment Plan* ☑ I have attached the Assessment Plan.
☐ N/A

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✔ icon in the Proposal Toolbox to make your decision.

M.S.

Applied Business Analytics

Student Learning Outcome
SLO 1:Demonstrate proficiency in a business intelligence application.
SLO 2:Demonstrate proficiency in a data visualization package.
SLO 3:Apply modern data analytical techniques to address real world problems in industry.
SLO 4:Communicate effectively and professionally with data.
SLO 5:Understand ethical and legal concerns of working with data.

Classes
ECON5208
ECON5408
ECON5475

Measure/Method
This will be assessed every year, starting in 2023, in ECON 5208 with a project (P). Students will be required to download, manipulate, organize, and summarize data using a business intelligence application. These can include SAS Base 9.4, Python, or R, among others.
This will be assessed every year, starting in 2023, in ECON 5408 with an assignment. Students will be required to download, manipulate, organize, and summarize data visually using a data visualization package. The package can be JMP, SAS Visual Analytics, R, Python, or Tableau, among others.
This will be assessed every year, starting in 2024, in ECON 5475 with an assignment.
This will be assessed every year, starting in 2023, in ECON 5408 with an assignment. Students will be required to download, manipulate, organize, and summarize data visually using a data visualization package. The package can be JMP, SAS Visual Analytics, R, Python, or Tableau, among others.
This will be assessed every year, starting in 2023, in ECON 5208 with a series of questions embedded in an assignment or exam.

Instructors
Joey Smith
Lizhong Peng
Joey Smith/Adrian Austin

Success Criterion
A combined score of 80% or higher in the assignment denotes exceeding expectations, between 60%-80% meeting expectations, and below 60% does not meet expectations. The rubric that will be used for the assignments can be found in sheet "Rubric LO 1" of this spreadsheet.
A combined score of 80% or higher in the assignment denotes exceeding expectations, between 60%-80% meeting expectations, and below 60% does not meet expectations. The rubric that will be used for the assignments can be found in sheet "Rubric LO 2" of this spreadsheet.
A combined score of 80% or higher in the assignment denotes exceeding expectations, between 60%-80% meeting expectations, and below 60% does not meet expectations. The rubric that will be used for the assignments can be found in sheet "Rubric LO 3" of this spreadsheet.
A combined score of 80% or higher in the assignment denotes exceeding expectations, between 60%-80% meeting expectations, and below 60% does not meet expectations. The rubric that will be used for the assignments can be found in sheet "Rubric LO 4" of this spreadsheet.
A score of 80% or higher denotes exceeding expectations, between 60%-80% meeting expectations, and below 60% does not meet expectations. The rubric that will be used for the assignments can be found in sheet "Rubric LO 5" of this spreadsheet.

CURRICULUM MAPPING TEMPLATE

INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.

REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.

MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.

**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.

DEPARTMENT:	Economics						
			SLO 1	**SLO 2**	**SLO 3**	**SLO 4**	**SLO 5**
PROGRAM:	M.S. in Applied Business Analytics	**COURSES**	Demonstrate proficiency in a business intelligence application.	Demonstrate proficiency in a data visualization package.	Apply modern data analytical techniques to address real world problems in industry.	Communicate effectively and professionally with data.	Understand ethical and legal concerns of working with data.
		1 ECON 5208	M,A	R	I	M	I,A
		2 ECON 5408	R	M,A	R	M,A	R
		3 ECON 5475	M	R	M,A	M	R
		4 ECON 6450	I	I	I	R	R
		5 CISM 5390	M	R	R	M	R
		6 ECON 5415	R	R	M	M	M
		7 ECON 6415	M	R	R	R	R
		8 ECON 6430	R	R	M	M	R
		9 NURS 6104	R	R	R	R	M
		10 NURS 6109	R	R	R	R	M
		11 NURS 6115	R	R	R	R	M
		12 ECON 6428	R	R	M	M	M
		13 MKTG 6868	R	R	M	M	M
		14 MKTG 6850	R	R	M	M	M
		15 CISM 5330	R	R	M	R	R
		16 MGNT 6604	R	R	I	M	R
		17 SPMG 6300	R	R	R	R	R
		18 SPMG 6310	R	R	R	R	R
		19 SPMG 6320	R	R	R	R	R
		20 SPMG 6330	R	R	R	R	R
		21 ECON 6460	I	I	R	M	I

Academic Year

Program Map

M.S. Applied Data Analytics

	Semester	Course/Title	Hours
Sample Program of Study: 9 Credit Hours Per Semester with Summer Option			
Year 1	Fall	ECON 5208 – Business Analytics Programming	3
		ECON 5408 – Advanced Visual Analytics	3
		CISM 5390 – Business Intelligence and Data Mining	3
	Spring	ECON 5475 – Applied Econometrics & Analytics	3
		Chosen Track Course # 1	3
		Chosen Track Course # 2	3
	Summer	ECON 6450 – Managerial Economics	3
Year 2	Fall	Chosen Track Course # 3	3
		Chosen Track Course # 4	3
		Elective	3

	Semester	Course/Title	Hours
Sample Program of Study: 6 Credit Hours Per Semester with Summer Option			
Year 1	Fall	ECON 5208 – Business Analytics Programming	3
		ECON 5408 – Advanced Visual Analytics	3
	Spring	CISM 5390 – Business Intelligence and Data Mining	3
		ECON 5475 – Applied Econometrics & Analytics	3
	Summer	Chosen Track Course # 1	3
		Elective	3
Year 2	Fall	Chosen Track Course # 2	3
		Chosen Track Course # 3	3
	Spring	ECON 6450 – Managerial Economics	3
		Chosen Track Course # 4	3

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.